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ABSTRACT

Designed as a resource guide for establishing an international education program at a community college, this handbook provides descriptions of procedures and sample forms utilized in the establishment of an Office of International Education (OIE) at Central Florida Community College (CFCC). The first section, describes the role of the OIE in achieving the college's strategic goals in terms of student recruitment, faculty recruitment and exchange, and curriculum development. This section also includes a sample student and faculty exchange agreement, a class syllabus, and materials from an exchange in Sao Paulo, Brazil. The next sections provide correspondence illustrating institutional commitment, an outline of steps to establish an OIE, and sample application and admissions materials for the CFCC program. Next, information is provided on English as a Second Language (ESL) courses, including descriptions, grading policies, and sample brochures used to publicize the courses and other exchange programs at CFCC. The following sections describe campus and community links supporting the program; review sources of funding, including state scholarship programs, trust funds for students from specific countries, and tuition waivers; and provide a mailing list of Agency for International Development (AID) contractors, including suggestions on effective grantsmanship. The final sections provide a sample bid from an AID sub-contractor and describe the grant application process. A bibliography of ERIC documents on international education and other ERIC materials are appended. (MAB)

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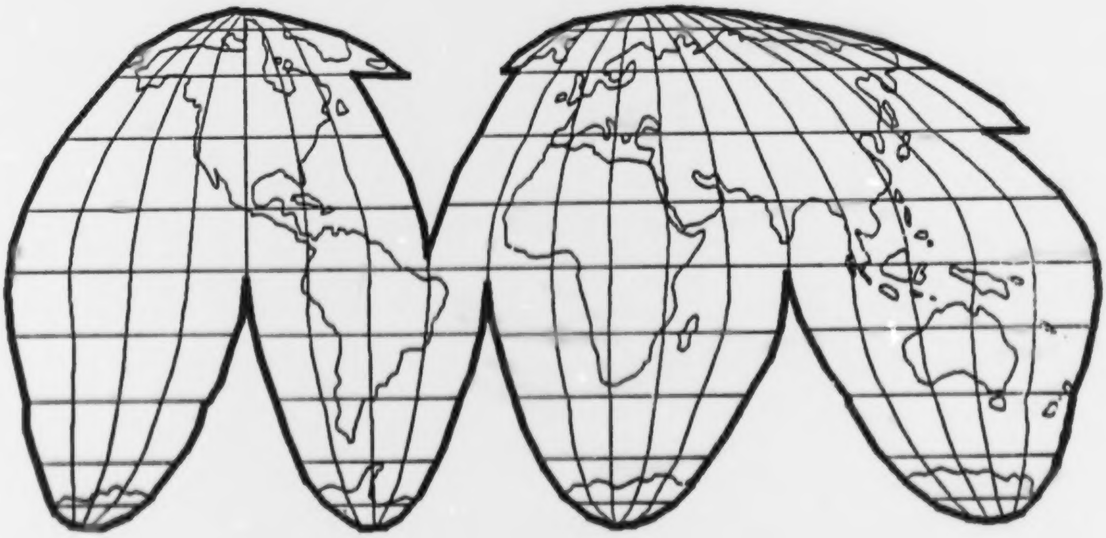
ED 361 013

MANUAL FOR BUILDING AN INTERNATIONAL EDUCATION PROGRAM IN THE COMMUNITY COLLEGE

JC 930 384



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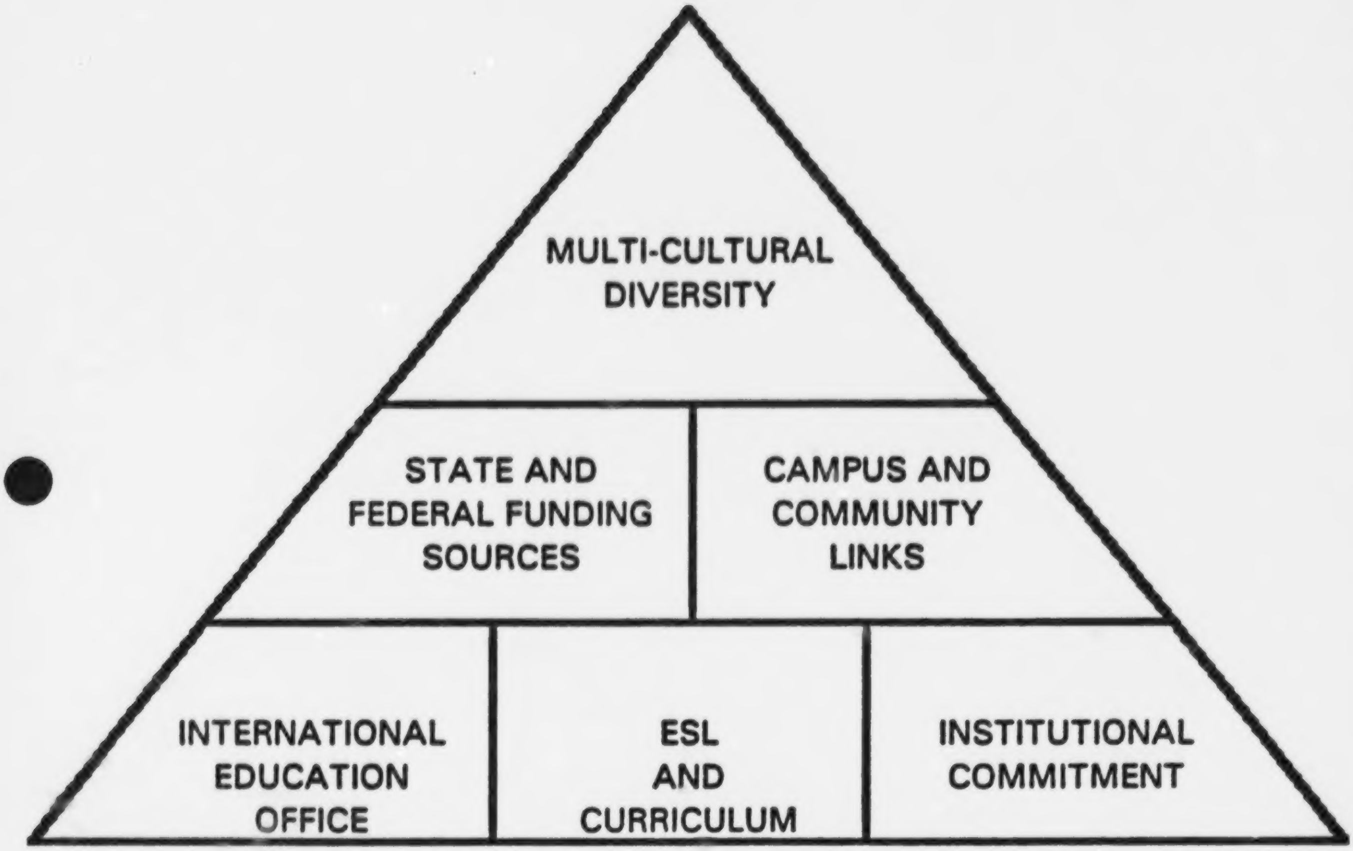
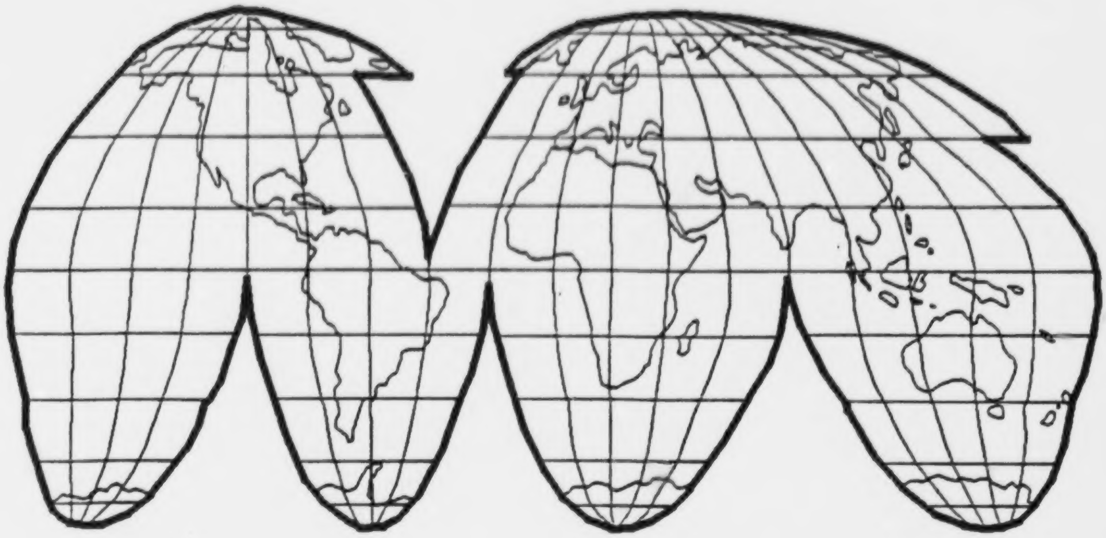
THE PYRAMID OF SUCCESS FOR BUILDING AN INTERNATIONAL EDUCATION PROGRAM IN THE COMMUNITY COLLEGE


MULTI-CULTURAL DIVERSITY
STATE AND FEDERAL FUNDING SOURCES
CAMPUS AND COMMUNITY LINKS
INTERNATIONAL EDUCATION OFFICE
ESL AND CURRICULUM
INSTITUTIONAL COMMITMENT

BY:
DR. WILLIAM J. CAMPION
MR. DON BOSTIC

CENTRAL FLORIDA COMMUNITY COLLEGE
JULY-1993

MULTI-CULTURAL DIVERSITY



The Office of International Education

The purpose of this paper is to briefly describe how the Office of International Education (OIE) at Central Florida Community College (CFCC) contributes to the mission of the college and its strategic goals.

The State of Florida Community College System recognizes the importance of international education and their commitment is demonstrated in the following mission statement:

1. Provide opportunities to gain an understanding of the social, political, and economic issues of other countries, and through this increased awareness, be prepared to compete in the global marketplace. These opportunities may include, but are not limited to, foreign exchange programs, semester-in-residence programs, on-site courses in foreign countries, and study tours.
2. Promote international education at a level consistent with the needs of a rapidly changing world: a world providing new possibilities for community colleges to offer technical assistance, training, and other academic activities for foreign nationals and United States citizens abroad, which result in benefits to the state of Florida.
3. Work with the Florida International Affairs Commission to support and encourage expansion of appropriate international education activities provided by Florida community colleges.

(Adopted by the State Board of Community Colleges, September 7, 1990.)

International education is a fundamental and vital component of Central Florida Community College. The CFCC mission statement and the International Education Strategic Goal defines the scope of international education at CFCC.

Mission Statement

Central Florida Community College is a comprehensive community college committed to providing equal access to opportunities that enable its constituents to adapt to a rapidly growing and technologically changing environment. CFCC leads as an innovative, educational network building a stronger community by providing college transfer programs, occupational training, student services, college preparatory and adult education programs.

In order for CFCC to effectively accomplish its mission and to specify the college's objectives, the Board of Trustees has adopted 12 strategic goals. These strategic goals, which are general in nature, guide the process for measuring the overall effectiveness of the college in meeting the needs of its constituents. Strategic goal number eight addresses specifically the college's commitment to international education. Following are some examples of how the OIE contributes to the accomplishments of this strategic goal:

International Education Strategic Goal

Increase the international potential of the college in such areas as student recruitment, faculty recruitment and exchange, and curriculum development.*

A crucial objective of higher education at CFCC is to "educate directly and explicitly for international understanding and cooperation." In April 1991, CFCC mobilized to meet this objective and the college's International Education Strategic Goal by establishing the OIE. This office is responsible for all aspects of international education at CFCC and is dedicated to accomplishing the goals of the college in international education. In addition, the OIE impacts across the campus in a variety of ways and across the other 11 strategic goals of CFCC.

In less than two years, the OIE has helped establish the college as a leader in international education in the state of Florida. In the fall of 1991, the Communications Department, in cooperation with the OIE, established an English as a Second Language (ESL) program that is fundamental in attracting and educating international students at CFCC. This intensive 15 hours/week course offers beginning and intermediate ESL and is supported by audio tapes in the language lab and additional materials needed to teach non-English speakers.

In January, CFCC became the first community college in Florida to offer a new credit course, Multicultural Communication (ISS 2270), with an emphasis on skill development. This course, which is geared to the general student body, will develop communication skills while introducing Asian-American, African-American, and Hispanic-American interaction components. Multicultural Communication was developed in cooperation between the OIE and the Division of Humanities and Social Science.

In addition to contributing in the development of courses, the OIE has been successful in obtaining federal and state grants and scholarships. Currently, CFCC is serving as a sub-contractor for two Agency for International Development (AID) programs through Georgetown University and the Academy for Educational Development. A total of 36 Central American and Caribbean students attend CFCC through these programs. In addition, CFCC is host to five African students who attend through the Florida/

African/Caribbean Scholarship program administered by the State Department of Education. The success of these students and the continuation of these programs is a high priority for the OIE.

Also, CFCC has become active in international education on a regional and national basis. The college is a member of Community Colleges for International Development (CCID) and the National Association of Foreign Student Advisors (NAFSA). In addition, Central Florida Community College was asked to participate and conduct a presentation on International Education at two national conferences this year, for ACIIE in Phoenix and for Leadership 2000 in Chicago. Also, the OIE has been very active in developing relationships that will lead to students from Japan and Brazil enrolling at CFCC in 1993.

On a daily basis, the OIE serves as a resource and a home for international students. The office responds to all inquiries from students who are interested in attending CFCC from around the world. All visas and immigration requirements are handled through the OIE. Assistance with registration, housing, and personal development is available from a staff that is genuinely interested in international students. Additionally, the OIE contains a student lounge.

The OIE is a tangible symbol of the commitment of the college to international education, to the success of international students, and to the benefits cultural diversity brings to the campus. The accomplishments of the OIE are significant in helping the college meet the international education strategic goal. In addition to its direct impact on the international education strategic goal, the OIE impacts the other strategic goals of CFCC in a variety of ways. The following is a brief summary of how the OIE contributes to the accomplishments of the other strategic goals at CFCC:

Strategic Goals

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies).

   After arrival at CFCC, international students are actively encouraged by the OIE staff to participate in all student activities. In fact, the literature on international students speaks clearly that participation is essential to the adjustment and success of international students. Currently, international students are active in PTK, Chess Club, Habitat for Humanity, soccer, cheerleading, and drama. In addition, international students volunteer as tutors, departmental interns, and on PTK projects.

2. **Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.**

   The development of ESL and multicultural communication broadens the scope of instruction to meet the needs of our community.

3. **Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.**

   International students serve as tutors through the Skills Lab and as leaders on the campus. Also, ESL is a three semester program designed to prepare non-English speakers for college level English.

4. **Improve occupational education services cooperatively through public school systems and business/industry.**

   The OIE has developed a co-op, internship program with numerous businesses and industries in Marion County. Students have completed internships at Emergency One, Dayco, Solar Trek, Pneumatic Products, DeLuca Toyota, Pioneer Products, Emerald Products, Fisher Automotive, and CFCC. Valuable practical training supports the education which students receive at CFCC.

5. **Engage in a continual study of college services needed and offered in the district for both specific programs and the college.**

   The OIE staff participates with committees and is always seeking ways to improve, develop, and offer college services to the community. In addition, the international students are a unique resource and their input is valuable in evaluating and enhancing the classes and services offered by the college.

6. **Promote Central Florida Community College through college development activities, such as public relations, foundation and alumni groups, business and industry.**

   International students are very active and visible in the community. In addition to working weekly as volunteers with Habitat for Humanity, they have been guest speakers at churches and numerous schools, served as soccer coaches at local schools, and spoken at the Women's Club and other service organizations.

7. **Acquire and support appropriate technology for curricula and administrative enhancement.**

Through grants, the OIE contributes by purchasing numerous computers, tapes, software, books, and supplies. In addition, tools and quantities of equipment have been purchased to upgrade and enhance the technical training that many international and American students receive.

8. **Increase the international potential of the college in such areas as student recruitment, faculty recruitment and exchange, and curriculum development. See *.**

9. **Develop and implement intervention strategies which improve the success rate of students as measured by retention rates or by external measures such as the CLAST and various licensure examinations.**

   International students are monitored and tracked with student progress reports and are supported by the office of International Education tutors and staff so they can maximize their educational experience at CFCC.

10. **Increase exemplary performance through a faculty/staff recognition program.**

    The OIE is very active in professional development and recognition of its staff and faculty. Staff members have participated in various conferences and will travel to Central America in June. All of the OIE staff are members of the Florida Association of Community Colleges. In addition, staff members have received several awards from through-out the college for volunteer activities and service beyond the scope of their duties.

11. **Increase the role and awareness of the college as a "community of learning" including faculty, students and staff.**

    International students serve as Campus Diplomats, as PTK members, and participate in activities such as the Fun Run for the March of Dimes. They also responded to Hurricane Andrew by traveling to Miami to assist in the clean-up. These students are tremendous ambassadors for the college and their home countries.

12. **Expand the role of the college in the cultural life of the community.**

    International students have participated in campus plays and conducted cultural presentations, which included singing and dancing to faculty, staff, students, and community groups.

The OIE is dedicated to furthering the mission of the college and contributing at every opportunity in support of CFCC's strategic goals. Additionally, the tremendous benefits to all our students that arise from the diversity that international students bring to our campus is a constant goal of the OIE. In "fostering a student's growth within the context of his own cultural background and encouraging his appreciation of the cultural background of other students," the OIE reaches its full potential.

Student and Faculty Exchange Agreement

Stroud College, United Kingdom
Central Florida Community College, U.S.A.

Principles and Operations Frame

I. Student Exchange

A. Students from CFCC would be able to attend Stroud College and earn transferable credits toward graduation from CFCC.

B. Students from Stroud College would be able to attend CFCC and earn transferable credits toward graduation from Stroud College.

C. Students will have the choice of attending for a semester (term) or for a three to four week intensive May-mester.

D. Intensive May-mester course.

1. Proposed date - May 1994.
2. CFCC would approve of a special topics, directed study course (general or core course) that Stroud College would offer to CFCC students, as well as UK students (3 credits).
3. Stroud College would approve of a special topics, directed study course (general or core course) that CFCC would offer to Stroud College students, as well as CFCC students (3 credits).
4. Each institution would offer the course at zero or $__________ cost to students from the other institution.
5. Approximate cost for each student would be airfare, plus $200 for one month living with a host family. Host families would provide breakfast and dinner. The students are responsible for lunch and any additional personal expenses. (The goal is to find airfare at approximately $300.00 round trip, with the total cost to students being only $500.00.)
6. Each institution would provide airport transfers, pre-departure and arrival orientation.
7. An experimental co-op component would also be included. Students would spend afternoons at co-op sites. Each college would be responsible for placement of visiting students and transportation to and from co-op sites.
8. An additional goal of the intensive study is securing a corporate partner. Once the field of study is determined, the host institution will

strive to secure a corporate partner from that field, to assist in site visits, co-op placements, and contacts in that field.

Semester Courses

1. Students have the choice of attending the exchange institution for a semester and earn transferable credit. The student would work with the Director of International Education at each institution to develop an appropriate, transferable schedule.

2. The cost of tuition for the semester exchange would be the same as charged at the student's home institution (ie. a CFCC student would pay the current credit hour price at CFCC).

3. The cost to the student would also include round-trip air fare, plus $200 monthly for the host families.

4. Both colleges would provide airport transfers.

Faculty Exchange (semester/term)

1. The institutions would match interested faculty by discipline.

2. Faculty would be paid their regular salary by their home institution.

3. The faculty, paired by discipline, would exchange duties, including teaching, etc.

4. The faulty would exchange residences and transportation.

5. The faculty would receive free round-trip air fare.

Cost to CFCC

1. The semester exchange would require out-of-state fee waivers, local transportation to and from college, and host family placement. The Office of International Education would be able to provide transportation and host family placement.

2. Faculty exchange would require round-trip air fare.

3. Special topics May-mester courses would require transportation, site co-op placement, host family placement, and the salary of the instructor.

MULTICULTURAL COMMUNICATION

COURSE: ISS 2270-A01, SUMMER 1993
LOCATION: BUILDING 2, ROOM 209-B
TIME: 8:00 - 9:50 A.M.
DAY: MON., TUE., WED., THUR.
INSTRUCTOR: DON BOSTIC
OFFICE: BUILDING 2, ROOM #205 B
HOURS - 9:30 - 2:00 DAILY OR BY APPOINTMENT
TELEPHONE - (904) 237-2111, EXT. 633

COURSE OBJECTIVES:

1. Learn facilitative interpersonal communication skills and how to apply these skills across multicultural interpersonal interactions.

2. Develop increased self-awareness and valuation of cultural diversity and similarities among various cultures.

3. Learn to recognize and apply the principles of empathy, genuineness, mutual respect, and positive regard for others in everyday communication experiences.

TEXTBOOK:

Wittmer, J., Valuing Diversity and Similarity: Bridging the Gap Through Interpersonal Skills.

ATTENDANCE:

Due to the developmental and experiential nature of this course, it is essential that students attend all classes. Since the goal of this course is skill building, participation is required to maximize personal growth and to facilitate growth in others. Absence and non-participation will significantly influence the expected outcomes for you and for the class. There are no make-up provisions.

SPECIAL NEEDS:

Please inform me of any disability or circumstances which may affect your learning in this class.

POLICIES AND INFORMATION:

Final grades will not be posted or given out over the phone (college policy). Extra credit will not be given and there are no provisions for late work. However, if you attend class, participate, and keep current with assignments, you will be successful in this course.

CLAST:

"If you have not already taken and passed the CLAST, it is recommended that you sign up to take it this term if you are eligible. The registration deadline is **Friday, September 3, 1993** and the CLAST is to be given **Saturday, October 2, 1993**. You are encouraged to take the CLAST as soon as you have completed 18 credit hours (not including college prep credits). You are also encouraged to take your communications and mathematics requirements in that 18 hours, so you will have had courses to help prepare you to do well."

ACADEMIC INTEGRITY:

Any compromise of academic integrity by cheating, misrepresentation, or plagiarism will result in failure of the class.

COURSE REQUIREMENTS:

1. Attendance and active participation in class.
2. Completion of journal assignments.
3. This is a GORDON RULE class. You will be required to satisfactorily complete writing assignments that are equivalent to 2,000 words.
4. Community service project and reaction paper - typed.
5. Five abstracts from references in textbook - typed.
6. Cumulative final exam - scheduled for Monday, June 28, 1993 at 8:00 A.M.

GRADING SCALE:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 and below

GRADING:

Attendance & participation	25
Journal assignments & tapes	25
Abstracts	15
Volunteer	15
Final Exam	20
	100

COURSE OUTLINE

Week 1	Jan. 12 & 14	Course overview Introductions, class activity
Week 2	Jan. 19 & 21	Introduction to communication Reading: Ch. 1, assignment due - p. 21, #2
Week 3	Jan. 26 & 28	Self concept Reading: Ch. 2, assignment due - p. 37
Week 4	Feb. 2 & 4	Nonverbal communications Reading: Ch. 3
Week 5	Feb. 9 & 11	Facilitative communication Reading: Ch. 9, assignment due - p. 188
Week 6	Feb. 16 & 18	Responding skills Reading: Ch 10, assignment due - p. 233
Week 7	Feb. 24 & 25	Make tape #1 and process tapes
Week 8	Mar. 2 & 4	Multicultural communication Reading: Ch. 4
Week 9	Mar. 10 & 12	African Americans Reading: Ch. 5, assignment due - p. 92
Week 10	Mar. 16 & 18	SPRING BREAK
Week 11	Mar. 23 & 25	Asian Americans Reading: Ch. 6
Week 12	Mar. 30 & 1	Make tape #2 and process tapes Abstracts due
Week 13	Ap. 6 & 8	Hispanic Americans Reading: Ch. 7
Week 14	Ap. 13 & 15	Native Americans Reading: Ch. 8
Week 15	Ap. 20 & 21	Presentation of volunteer projects Reading: Ch. 11 & 12
Week 16	Ap. 27 & 29	Review and closure
Week 17	May 4	FINAL EXAM!!!!!!!!

COURSE OUTLINE

Week 1	May 17-20	Course overview, Ch. 1 & 2
Week 2	May 24-27	Ch. 3, 9, & 10; Tape #1
Monday May 31 - Holiday!!!!		
Week 3	June 1-3	Ch. 4 & 5; Tape #2
Week 4	June 7-10	Ch. 6 & 7; Tape #3
Week 5	June 14-17	Ch. 8 & 11; Abstracts due
Week 6	June 21-24	Ch. 12; Presentation of volunteer projects
	June 28	**FINAL 8:00 A.M.**

Cel Lep

CEL-LEP
CENTRO DE ENSINO DE LÍNGUAS

November 16th, 1992

Mr. Don Bostic
Director International Education
Central Florida Community College
Ocala, FL

Dear Mr. Bostic,

Thank you for your letter of October 20 making it clear the reasons for the support which CFCC has for Adventure State's program.

I agree with your ideas about the scopes of AECC reaching far beyond an intensive period of English classes as a foreign language.

Roger Nubern and Alvaro Goulart were very succesful last week here in São Paulo, conveying to the staff of Cel-Lep the overall picture of their program, giving at the opportunity a very good idea of the motivational techniques they propose to use with the students.

I strongly believe that an expressive number of Cel-Lep's students who can afford the costs involved, will be willing to go to Ocala to enroll in AECC.

Sincerely,

Walter Toledo Silva
Director

VAMOS FAZER UM TRATO:
VOCÊ ABRE ESTE FOLHETO.
E NÓS ABRIMOS
OS SEUS HORIZONTES.

APRESENTAMOS CEL-LEP, ADVENTURE STATE: UM PROJETO
E UM CURSO AVANÇADO PARA VOCÊ AVANÇAR NA VIDA.

ADVENTURE STATE

Você vai ter agora mais uma aula de profissionalismo.

O Cel-Lep, que possui os mais avançados cursos de inglês aqui no Brasil, acaba de se associar ao Projeto Adventure State, nos Estados Unidos.

Traduzindo: o Cel-Lep agora também vai oferecer com exclusividade aos seus alunos o **American English Confidence Course**.

São 4 semanas em Ocala, na Florida, que podem mudar o curso da sua vida. Resumindo em poucas linhas, é um curso de complementação especialmente elaborado para você desenvolver o seu inglês, sua auto-confiança e aprender a tirar ainda mais proveito do seu curso aqui no Brasil.

Uma oportunidade que só o Cel-Lep oferece: você vivencia o que já aprendeu e aprende o que ainda vai vivenciar.

AMERICAN ENGLISH CONFIDENCE COURSE.
PODE CONFIAR: É MUITO MAIS QUE UM CURSO DE INGLÊS.

Cel Lep

A experiência do Cel-Lep mostra que o grande obstáculo para um aluno chegar mais rápido à fluência no inglês é quase sempre insegurança. Por isso, quando pensou em oferecer o Curso de Complementação, o Cel-Lep foi buscar exatamente o **American English Confidence Course**.

Este curso nasceu da associação de duas entidades importantes sediadas em Ocala, Florida: **Central Florida Community College** e **Adventure State Learning Facility of FMC, Inc.**

Foi também a união de dois conhecidos educadores: Don Bostic, Diretor de Educação Internacional do Central Florida, e Roger Nubern, Diretor da Adventure State. Nubern é especializado em técnicas de desenvolvimento através da auto-confiança. E é o criador do Confidence Course.

Agora, Nubern e Cel-Lep estão juntos no **Projeto Cel-Lep, Adventure State**. Um produto sério e inovador, para você viver o inglês em uma gostosa e característica comunidade americana. Pode confiar.

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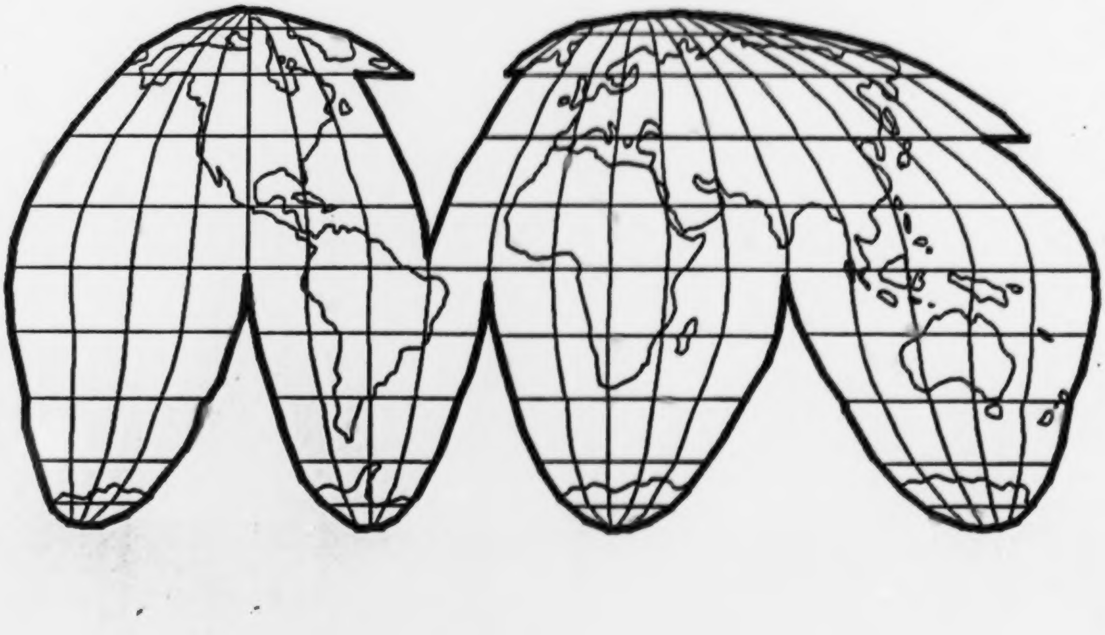
Conheça mais detalhes. Entre em contato com:

CENTRO DE ORIENTAÇÃO SOBRE ESTUDOS NO EXTERIOR
Av. Cidade Jardim, 665 - São Paulo
Fone: (011) 820-2355

Cel Lep
IT STANDS FOR ENGLISH

ADVENTURE STATE

INSTITUTIONAL COMMITMENT



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Central Florida Community College
Dr. William J. Campion, President

January 23, 1992

Father Francis Gillespie, S.J.
Director, Academy for Intercultural Training
Georgetown University
PO Box 2298, Hoya Station
Washington, DC 20057

Dear Father Gillespie:

Central Florida Community College is committed to international education. We are keenly interested in continuing our relationship with you and Georgetown University and the new Nicaragua Development Training Project.

Our community and campus have been eager participants with the CASS program and we have grown very fond of the CASS students. CASS students are an asset to our college, and I believe we can continue to provide quality training and a welcome environment to new students from the Nicaragua project.

Based on our prior experiences with Georgetown and with our commitment at CFCC, I am very confident that we can successfully manage and operate training for the Nicaragua project.

Sincerely,

William J. Campion

William J. Campion
President

WJC:tm

(904) 237-2111, Ext. 311 • Post Office Box 1388, Ocala, Florida 32678-1388 • SUNCOM 655-1311
· An Equal Opportunity College ·

Central Florida Community College
Dr. William J. Campion, President

August 16, 1991

The Honorable George Albright
111 SE 25th Avenue
Ocala, FL 32670

Dear George:

We desperately need your help. As you know, this is our third year of having groups of Central American and Carribean students who are here through the graces of Georgetown University and a direct appropriation from the U.S. Congress.

Through this same program, we would like to host a group of 17-18 students from Eastern Europe. These students would come for a year and one-half and be placed here under the auspices of the Georgetown University program through a direct appropriation from Congress. In order to do this, we must be able to provide them an out-of-state tuition waiver so that they would pay tuition at the same rate as residents.

Section 240.1201 (10d) would need to be amended to include this group of students. This can only be done with your help and assistance.

Clark Maxwell has indicated to me that the State Board of Community Colleges would certainly endorse this project and he is in the process of working with staff to place this item on the agenda. I look forward to discussing this matter with you and appreciate the tremendous support you provide our institution.

Sincerely,

William J. Campion
President

WJC/sgs

cc: Mr. Clark Maxwell, Executive Director
State Board of Community Colleges

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Central Florida Community College
Dr. William J. Campion, President

November 6, 1991

The Honorable George Albright
111 SE 25th Avenue
Ocala, FL 32670

Dear George:

Central Florida Community College looks forward to having 15-20 students from the East European countries beginning in January, 1992. I appreciate your agreeing to help us with the sponsorship of the bill which would allow fee waivers for these students. The grants program under which they are sponsored requires in-state tuition. Per our discussion, we would like to pursue a legislative amendment this term which would allow fee waivers for this particular group of students.

Attached is a copy of the proposed language for a bill which would amend Section 240.1201, Florida Statutes. The amendment would permit the students from East Central Europe, who are being funded through the United States Aid to International Development East Central European Scholarship Program, to be classified as Florida Residents for Tuition Purposes.

Thank you for your sponsorship of this legislative amendment. Please call me if I can be of further assistance.

Sincerely,

William J. Campion
President

WJC/sgs

Attachment

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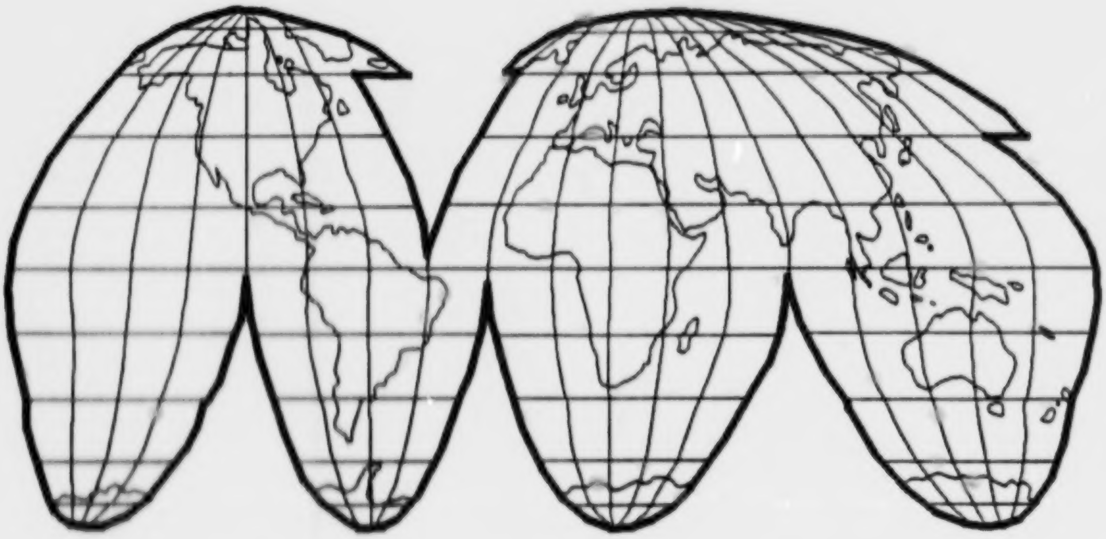
- An Equal Opportunity College -

INTERNATIONAL EDUCATION OFFICE



BUILDING THE INTERNATIONAL EDUCATION OFFICE

I. Review the literature on International Education

II. Visit other international programs at Community/Junior Colleges

Examples

Bergen Community College, N.J. and its International Round Table

Brevard Community College and Community Colleges for International Development, Inc. (CCID)

Middlesex County College, New Jersey
Bunker Hill Community College, Massachusetts
Valencia Community college, Florida
El Paso Community College, Texas
Raritan Valley Community College, New Jersey
Fisher College, Massachusetts

III. Implementation Steps

1. A director/Coordinator of international programs should be appointed, This person should have the responsibility of coordinating the existing international activities and programs on campus. This individual should report directly to the Vice-President for Educational Services.

2. The College-wide Curriculum Committee, through the Division Chairs, should take the initiative to internationalize the present curricula by incorporating cultural and international components to enhance the scope of existing courses.

3. Development and implementation of an English as a Second Language (ESL) program should be an integral part of a fully developed international program. Students from other countries as well as residents of the area the college serves will definitely benefit by CFCC establishing this component. More and more people whose native language is not english are moving in to this area creating a ready made market for ESL courses. The college would also fulfill part of its mission by serving another sector of the community.

4. The College should develop partnership with businesses that have already established or are planning to develop business partnerships with other countries. This would be overseen by the director/coordinator of international programs.

5. Develop partnership agreements in which not only will CFCC students have the opportunity to travel and study abroad, but also enable students from other countries to attend CFCC and pursue their academic or vocational goals.

6. Continue the CASS (Cooperative Association of States for Scholarships) Program under the supervision of the new director/coordinator of international programs.

7. Establish a faculty exchange program with colleges in other parts of the world so all educational institutions involved, as well as the participating individuals, will benefit.

Excerpt from CFCC Catalog

INTERNATIONAL STUDENTS

Central Florida Community College is authorized by the United States Federal Law to enroll non-immigrant alien students, provided they attend CFCC on a full-time basis and meet the following requirements:

English Proficiency: CFCC courses are taught in the English language. The college will provide English language training for students who have insufficient English language skills. Although no international student will be denied admission because of his/her TOEFL score, submission of a TOEFL is required to complete the admissions process. English language test scores determine placement into college courses. Normally, students with TOEFL scores (or an equivalent score on other standardized test) of 500 or higher may enroll in regular college courses leading to an associate degree.

Students requiring english language training may need to attend one or two additional semesters at the college in order to complete all associate degree requirements.

Secondary School Graduation: A foreign student must have satisfactorily completed the secondary school level which would be required for university admission in his/her own country. Official transcripts showing subjects and grades earned must be provided in certified English translation. Transcripts from any colleges or universities attended must be provided, as well.

Financial Security: Non-immigrant students must provide evidence of financial responsibility and have sufficient funds to pay college matriculation and tuition fees, textbook cost and living expenses. College financial aid is not available to non-immigrants, A non-immigrant student may not be employed while attending college in the United States unless permission has been granted by the U.S. Immigration Service. A financial statement certifying funds available to the student, and signed by the student's sponsor, must be filed with the college.

Health and Accident Insurance Certificate: Students on visa must provide to the college in advance of the intended term of enrollment, a certificate indicating the student is covered by standard health and accident insurance. This insurance coverage must continue for the entire period of enrollment at the college.

Housing: CFCC is a community college and has no dormitory system. However, housing is readily available in apartments directly adjacent to the campus. International students desiring further information may contact the International Education Office.

International Education Office: CFCC's International Education Office on the second floor of Building 2 on the Ocala Campus is maintained to assist international students in making the transition from their native lands and educational systems to CFCC. The staff will gladly assist with immigration regulations, Health insurance information, educational planning, personal problems, and other areas of concern.

International students desiring further information may contact the Admissions Office.

CFCC

Serving Marion, Citrus and Levy Counties

CENTRAL FLORIDA
COMMUNITY COLLEGE

Dear Student:

We have received your request for information regarding admission to CENTRAL FLORIDA COMMUNITY COLLEGE. The following information must be completed and forwarded to our office before your application will be processed;

_____ Current College Application (enclosed)

_____ $20.00 Non-Refundable Application Fee (American Currency)

_____ English translation of high school records

_____ English translation of records from any college you have attended

_____ Financial Statement completed by your sponsor (enclosed)

_____ Letter from your sponsor's bank stating funds are available for your education

An I-20 form will be sent to you as soon as the above information, as indicated, is received and your application is accepted. Please be sure that we have your current address at all times.

Thank you for your inquiry, and we look forward to welcoming you to Central Florida Community College!

Sincerely,

Don Bostic

Don Bostic
Director, International Education

DB/jt

Ocala campus:
Post Office Box 1388, Ocala FL 34478-1388
(904) 237-2111 FAX (904) 237-0510

Citrus County campus:
3820 W. Educational Path, Lecanto FL 34461-8054
FAX (904) 746-5581 (904) 746-6721

-An Equal Opportunity College-

ADMISSION PROCEDURES FOR INTERNATIONAL STUDENTS

Admission Requirements:

1. Completed College Admission Application
2. $20.00 non-refundable application fee in American currency
3. Official high school transcript (English Translation)
4. Official College Transcript from all colleges previously attended (English Translation)
5. Students will be required to successfully complete ESL courses at CFCC, unless they have a minimum TOEFL score of 500 or an ELS level 109
6. Statement from sponsor's bank indicating good standing and availability of funds
7. U.S. medical costs are very high - you will be required to carry medical insurance

ESTIMATES OF 1993-94 TUITION AND FEES
FOR INTERNATIONAL STUDENTS

CENTRAL FLORIDA COMMUNITY COLLEGE does not have a financial aid program for international students. In addition to other admission requirements, you must have sufficient funds at your disposal to cover all college fees and living expenses.

The figures below are estimates of 1993-94 costs for a full-time student paying out-of-state tuition. Tuition and fees are subject to increase by the Florida Legislature. The other items are estimates and should be considered as minimum costs.

	First Semester	Second Semester	Summer Semester	TOTALS
TUITION & FEES: AS OF 7/1/93	$2050.20	$2050.20	$1640.16	$5740.56
BOOKS & SUPPLIES:	$ 250.00	$ 250.00	$ 200.00	$700.00
MAINTENANCE COST ESTIMATES TO COVER APARTMENT RENT, FOOD, & OTHER INCIDENTALS:				$5735.00

Figures provided for tuition and fees are estimates based on a course load of 15 credit hours during fall and winter and 12 credit hours in the summer. As of July 1, 1993, non-Florida tuition will be $136.68 per credit hour. Laboratory fees vary from $10.00 - $15.00.

Don Bostic

Don Bostic
Director, International Education

DB/jt

CONFIDENTIAL STATEMENT ON FINANCES

In addition to other admission requirements, you must have sufficient funds at your disposal to cover all college fees and living expenses. Please have this form completed and returned to us immediately.

NAME____

ADDRESS____

COUNTRY OF BIRTH & CITIZENSHIP______________________________

Estimated annual expenses will range from $11,000.00 - 12,500.00 per year. On the basis of this information, please answer the following questions as accurately as possible. Use additional paper if needed.

1. How long do you plan to study at Central Florida Community College?

2. Who is providing the funds for your studies in the U.S.? (name and address)

3. Indicate your means of financial support in U.S. dollars. The total must match current estimates of minimum costs.

	FIRST YEAR	SECOND YEAR
Personal Savings	$__________	$__________
Family Funds	$__________	$__________
Other Funds	$__________	$__________
TOTAL	$__________	$__________

Type and Source of Other Funds________________________________

4. How much money do you expect to have with you upon your arrival in Ocala? $_________. How, when, and in what amounts will the remainder be sent to you?

5. Do you hope to supplement these funds from sources in the U.S. after your arrival? YES NO If you answered YES, please describe plans in detail:

6. Please describe sources and amounts of additional funds available to you in case of an emergency after your arrival in the U.S.:

I hereby certify that the information I have given on the Confidential Statement on Finances is complete and accurate to the best of my knowledge.

SIGNATURE__________________________________ DATE________________

CERTIFICATION BY SPONSOR: This is signed by the person providing the applicant's funds or by an official of the agency, organization or firm sponsoring the student's studies. If the sponsor wishes to supplement this statement or set forth any special conditions or limitations, a letter of explanation may be attached.

NAME (please print) ____

SIGNATURE__________________________________ DATE________________

TITLE OR POSITION____

ADDRESS____

COUNTRY____

Please Return Completed Form to:

Central Florida Community College
P.O. Box 1388
Ocala, Florida 34478-1388

Attention: Don Bostic,
Director, International Education

INFORMATION FOR RESIDENCE CLASSIFICATION

A Florida "resident for tuition purposes" is a person who has, or a dependent person whose parent or legal guardian has established and maintained legal residence in Florida for at least twelve months. Residence in Florida must be a bonafide domiciliary rather than for the purpose of maintaining a residence incident to enrollment at an institution of higher education. Other persons not meeting the twelve-month legal residence requirement may be classified as Florida residents for tuition purposes only if they fall within one of the limited special categories authorized by the Florida Legislature and Board of Regents. All other persons are ineligible for classification as a Florida "resident for tuition purposes."

To qualify as a Florida resident for tuition purpose you must be a U.S. citizen, permanent resident alien, or a legal alien granted indefinite stay by the Immigration and Naturalization Service. Living in or attending school in Florida will not, in itself, establish legal residence. Students who depend on out-of-state parents for support are presumed to be legal residents of the same state as their parents. Residence in Florida must be for the purpose of establishing a permanent home and not merely incident to enrollment at an institution of higher education. Documents supporting the establishment of legal residence must be dated, issued, or filed 12 months before the first day of classes of the term for which a Florida resident classification is sought. **DEFINITIONS:** A copy of your most recent tax return or other documentation may be requested to establish dependence/independence.

A) DEPENDENT: a person for whom 50% or more of his/her support is provided by another as defined by the Internal Revenue Service.
B) INDEPENDENT: a person who provides more than 50% of his/her own support.

FLORIDA RESIDENT FOR TUITION PURPOSES AFFIDAVIT

(IF YOU DO NOT QUALIFY, SIMPLY SIGN THE NON-FLORIDA RESIDENT SECTION BELOW)

☐ 1. I am an independent person and have maintained legal residence in Florida for at least 12 months.
☐ 2. I am a dependent person and my parent or legal guardian has maintained legal residence in Florida for at least 12 months.
☐ 3. I am a dependent person who has resided for five years with an adult relative other than my parent or legal guardian and my relative has maintained legal residence in Florida for at least 12 months.
☐ 4. A Florida public college/university declared me a resident for tuition purposes. Name of institution ______________________________.
☐ 5. I am married to a person who has maintained legal residence in Florida for at least 12 months. I have established legal residence and intend to make Florida my permanent home. (Copy of marriage certificate required.)
☐ 6. I was previously enrolled at a Florida State institution and classified as a Florida resident for tuition purposes. I abandoned my Florida domicile less than 12 months ago, and am now re-establishing Florida legal residence.
☐ 7. According to the United States Immigration and Naturalization Service, I am a permanent resident alien or other legal alien granted indefinite stay. I have maintained domicile in Florida for at least 12 months. (INS documentation required.)
☐ 8. I am a member of the armed services of the United States and am stationed in Florida on active military duty pursuant to military orders, or whose home of record is Florida [or I am the member's spouse or dependent child]. (Copy of military orders (DD2058) or military document showing home of record required.)
☐ 9. I am a full-time instructional or administrative employee employed by a Florida public school, community college or institution of higher education [or I am the employee's spouse or dependent child]. (Copy of employment verification required.)
☐ 10. I am part of the Latin American/Caribbean scholarship program. (Copy of scholarship papers required.)
☐ 11. I am a qualified beneficiary under the terms of the Florida Pre-Paid Postsecondary Expense Program (S.240.551, F.S.). (Copy of card required.)
☐ 12. I am living on the Isthmus of Panama and have completed 12 consecutive months of college work at the F.S.U. Panama Canal Branch [or I am the student's spouse or dependent child].
☐ 13. I am a full-time employee of a state agency or political subdivision of the state whose student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training.
☐ 14. I am a full-time student participating in a linkage institute. (S.240.137, F.S.)

DETACH COPIES OF DOCUMENTATION INDICATED ABOVE--Additional documentation (e.g., copies of voter's registration, driver's license, tax returns, deeds, etc.) may be required by the College in some cases. **ALL DOCUMENTATION IS SUBJECT TO VERIFICATION.** Someone other than the student (e.g., parent) should complete this affidavit if the student is dependent or seeks to be classified as a Florida resident by virtue of a relationship. Otherwise, the student should complete this affidavit. **PLEASE PRINT:**

1. Name of Student: ______________________________ **2. Student SSN:** ____________________

The **CLAIMANT** is the person who is claiming Florida residency, e.g., the student (if independent), parent, spouse, or legal guardian. **All of the questions below pertain to the claimant.**

3. Name of Claimant: ______________________________ **4. Relationship of Claimant to Student:** ____________________

5. Permanent Legal Address of Claimant: ______________________________
Street Address

6. (   )____________________ ______________________________
Telephone Number of Claimant City State Zip

7. Date Claimant Began Establishing Legal Florida Residence and Domicile: ______________________________

8. Claimant's Voter Registration: State:__________ County:__________ Number:__________ Original Issue Date:__________

9. Claimant's Driver's License: State:__________ Number:____________________ Original Issue Date:__________

10. Claimant's Vehicle Registration: State:__________ License Tag Number:____________________ Issue Date:__________

11. Non-U.S. Citizen Only: **Resident Alien Number:**____________________ Date Card Issued:__________
(Copy of both sides of card required)

ADDITIONAL DOCUMENTATION MAY BE REQUESTED BY THE INSTITUTION

I do hereby swear or affirm that the above named student meets all requirements indicated in the check category above for classification as a Florida resident for tuition purposes. I understand that a false statement in this affidavit will subject me to penalties for making a false statement pursuant to 837.06, Florida Statutes, and that a false statement in this affidavit may subject the above named student to the penalties for making a false or fraudulent statement.

______________________________ ____________________
nature in Ink of Person Claiming Florida Residency Date

NON-FLORIDA RESIDENTS ONLY

I understand that I do not qualify as a Florida resident for tuition purposes for the term for which this application is submitted and that if I should qualify for a future term, it will be necessary for me to file the required documentation prior to the beginning of the term in order to be considered for Florida residency classification.

______________________________ ____________________
Signature in Ink Date

BEST COPY AVAILABLE

MAJOR CODES

ASSOCIATE OF ARTS DEGREE (Placement Test Required) ACT/SAT/MAPS/ASSET/CPT. The Associate of Arts degree permits you to transfer into the junior year of a college or university. The degree is protected by the Articulation Agreement among all Florida public institutions of higher education. Following are some of the four-year majors you can begin at Central Florida Community College.

1051 Advertising
1013 Agriculture
1011 Animal Sci
1000 Allied Hlth
1021 Architecture
1101 Art
1041 Biology
1022 Building Const
1052 Business Admin
1191 Chemistry
1071 Computer Sci
1222 Criminal Just
1122 Dentistry
1102 Drama
1053 Economics
1082 Education-Elem
1083 Education-Mus
1086 Education Phys
1087 Education-Secon
1088 Education-Spec
1091 Engineering
1151 English
1111 Foreign Lang
1012 Forestry
1223 History
1132 Home Economics
1103 Humanities
1104 Interior Design
1061 Journalism
1141 Pre-Law
1491 Liberal Arts
1161 Library Science
1171 Mathematics
1123 Medical Tech
1124 Medicine
1125 Nursing B.S.
1065 Occupational Therapy
1126 Pharmacy
1105 Philosophy
1127 Physical Therapy
1195 Physics
1211 Political Science
1224 Psychology
1062 Public Relations
1231 Religious Studies
1227 Social Studies
1225 Social Welfare
1226 Sociology
1063 Speech
1172 Statistics
1492 Undecided
1128 Veterinary Science

ASSOCIATE OF SCIENCE DEGREES (Placement Test Required)ACT/SAT/MAPS/ASSET/CPT

The Associate of Science degree program prepares a student to enter the labor market with technical skills in a specific program area.

2256 Business Admin/Management
2235 Child Care Center Mngment
2277 Criminal Justice Technology
1121 Dental Hygiene**
2270 Drafting/Design Technology
2267 Electronics Engineering Tech
2234 Emer Medical Serv Tech-EMS*
2272 Fire Science Technology
2240 Environmental Science Tech
2261 Interior Design Technology
2278 Legal Assistant Technology
2001 LPN-Nursing Bridge Program
2250 Office Systems Technology***
2260 Ornamental Horticult Tech
2005 Pre-Crim Just - Academy Track
2000 Pre-Nursing(RN) Program
2236 Radiation Protection Tech
2280 Recreation Technology
2290 Social Services Technology
1001 Respiratory Therapy**

*EMT & Paramedic Programs are pre-requisites
**Joint program with Santa Fe Community College
***Five Options: (1)Legal Secretary (2)Medical Secretary
(3)Office Management (4)Word Processing (5) Medical Transcription

Occupational Cert. College Credit (H. S. Diploma or GED Required)

6237 Emergency Medical Technology*
6238 Emergency Medical Tech-Lecanto*
6240 Office Systems Specialist
6232 Paramedic**

*Prerequisite for Paramedic Program
**Prerequisite for EMS Program

Occupational Certificate - Voc. Credit (ABLE/TABE Test As Required)

Occupational Certificate credit programs provide training for job-entry technical skills in the following areas:

7262 A/C/Refrig/Heat Serv Tech
7263 Auto Body Repair/Refinishng
7264 Automotive Technology
7283 Comm/Indust Elect**
7240 Correctional Off (FICJ)*
7239 Corrections Auxiliary*
7267 Cosmetology
7290 Industrial Mach Maint/Repair
7250 Law Enforcement (FICJ)*
7251 Law Enforcement Auxiliary*
7221 Patient Care Assistant*
7230 Practical Nursing (LPN)*
7282 Resident/Comm Elect Wiring
7224 Surgical Technology*
7281 Welding

*High School Diploma or GED required
**7282 Pre-req. or instructor approval

Non-Degree, College Credit (High School Diploma or GED Required)

5280 Audit
9250 Adult Enrichment-For students who **already have** a college degree
9260 Teacher Certification
9270 Transient - must have letter from home institution stating student is in good academic standing

APPLICATION FOR ADMISSION

COMPLETE BOTH SIDES OF THE APPLICATION FOR ADMISSION FORM. TURN IT AND YOUR $20.00 ONE-TIME APPLICATION FEE IN AT THE ADMISSIONS WINDOW.

FIRST TIME DEGREE-SEEKING STUDENTS

After submitting this form, an appointment to attend College Orientation will be mailed to you. A Counselor will *advise* and *register* you for your classes at Orientation. If your application is received *after* the published application deadline, you must register at General Registration *or* during Late Registration (see schedule below). You will be required to attend a special College Orientation after the term begins. You must have test scores on file when you attend Orientation, General Registration or Late Registration. If you have not taken either the ACT, SAT, CPT, MAPS or ASSET test within the past three years, go to the CFCC Testing Center (Building 5, Room 105) or call 237-2111, extension 564, and schedule a time to take the CPT placement test. A copy of your high school transcript or proof of G.E.D. must be on file before you register for the second term.

TRANSFER STUDENTS

After submitting this form, an appointment to attend College Orientation will be mailed to you. If your application is received *after* the published deadline, you must register at General Registration or during Late Registration (see schedule below). You will be required to attend a special College Orientation after the term begins. Before attending Orientation, General Registration or Late Registration, you must have on file either *all* transcripts from your previous colleges *or* placement test scores. You may go to the CFCC Testing Center (Building 5, Room 105) or call 237-2111, extension 564, to schedule a CPT placement test. A copy of your high school transcript or proof of G.E.D. as well as *all* (one from each institution attended) official college transcripts *must* be on file before you will be able to register for the second term.

VOCATIONAL STUDENTS

You will receive information concerning Orientation and Registration from the Vocational Counselor. A high school transcript or proof of G.E.D. is required for some vocational programs.

RETURNING STUDENTS

If you have not attended CFCC during the last two years, complete and submit an application form. No fee is required. If you have already completed College Orientation, you will be able to register using OSCAR; if not, you must attend Orientation and register at that time.

AUDIT

You will be able to register during Late Registration (see schedule below). Tuition for audit is the same as for credit. You are *not* required to submit high school or college transcripts.

ADULT ENRICHMENT

You will be able to register at General Registration or during Late Registration (see schedule below). You are *not* required to submit high school or college transcripts.

TRANSIENT STUDENTS

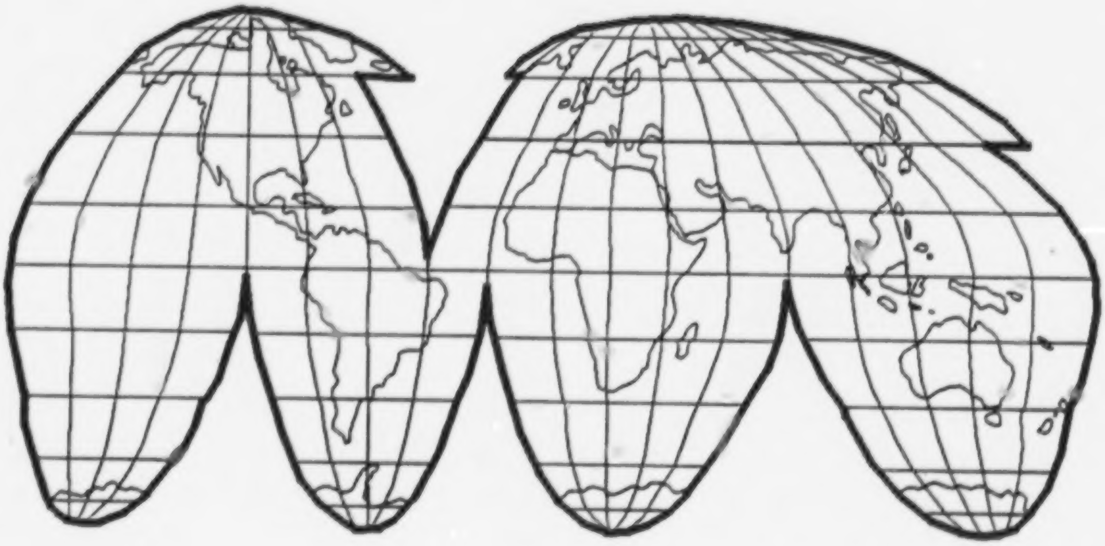
You will be able to register at General Registration or during Late Registration (see schedule below). Bring with you a transient letter from the school where you will be getting your degree. You are *not* required to submit high school or college transcripts.

TEACHER CERTIFICATION

After your application is put into the computer, you will be able to register using OSCAR. You are *not* required to submit high school or college transcripts.

	SPRING 1993	SUMMER A 1993	SUMMER B 1993	FALL 1993
APPLICATION DEADLINE	December 16	May 3	June 14	August 10
GENERAL REGISTRATION	January 8	May 14	June 30	August 20
LATE REGISTRATION	January 11 - 15	May 17 - 19	July 1 - 6	August 23 - 27

ESL AND CURRICULUM



COURSE INFORMATION AND CONTENT

July 3, 1991
DATE

ESL	0081C	BEGINNING ENGLISH AS A SECOND LANGUAGE (ESL)
PREFIX	NUMBER	COURSE TITLE

4	12
CREDIT HOURS	CONTACT HOURS

PREREQUISITES/CO-REQUISITES: (state course title; not prefix and number)

CLASSIFICATION:

PARALLEL ____

OCCUPATIONAL ____

DUAL ____

VOCATIONAL ____

COLLEGE PREP X

CATALOG DESCRIPTION:

ESL 0081 is the first of three courses designed for students with limited proficiency in English. The course emphasizes the everyday use of English both in speech and in writing. Students will develop basic skills in reading, writing, vocabulary, and pronunciation through classroom and lab activities which explore a variety of cross-cultural and multi-cultural topics.

TARGET POPULATION:

A. COLLEGE PREP (WOULD THIS BE RECOMMENDED FOR A STUDENT PLACED IN COLLEGE PREP?)

	YES	NO
READING		X
ENGLISH		X
MATHEMATICS		X
B. GENERAL EDUCATION?		X
C. GORDON RULE?		X
1. Mathematics		

2. Other courses 6,000 WORDS ____ 2,000 WORDS ____

D. OTHER INFORMATION:

GENERAL GOALS AND SIGNIFICANCE OF COURSE:

This course is designed specifically for non-native speakers of English. The principal goal of the course is to provide students with enough knowledge of the language and the culture so they will be able to communicate comfortably and effectively in speech and in writing in a variety of everyday contexts.

MAJOR LEARNING OUTCOMES:

Students will acquire the basic English skills needed to communicate in a variety of everyday situations. In addition, they will attain the proficiency levels in reading, writing and vocabulary necessary for enrollment in Intermediate ESL. These skills include but are not limited to the following:

1. Listening - Students will be able to understand simple conversational English spoken carefully and at a normal rate. Students will be able to respond appropriately to a variety of directions.
2. Speaking - Students will be able to engage in simple, everyday conversations. They will be able to ask for information in contextually appropriate ways. They will be able to use intonation patterns appropriately to distinguish questions, commands, and statements. Their pronunciation of frequent, simple vocabulary will be clear.
3. Reading - Students will be able to read a variety of simple texts from basic instructions and letters to short articles and simple academic passages. They will develop skill in reading at the phrase level, in identifying topic and main ideas. They will develop skill in using a dictionary to assist them in reading texts.
4. Writing - Students will be able to write simple narrative and descriptive passages in a series of topically connected, simple and coordinate sentences.

COURSE CONTENT - DESCRIPTION

The following language components will be integrated in all of the activities in the classroom and in the lab.

I. Verbal Skills
    A. Functional
        1. Reading aloud
            a. using spelling to aid pronunciation
            b. using intonation to convey meaning in phrases

and to distinguish sentence types

2. Repetition of spoken and taped conversational passages
   - a. modeling intonation and pronunciation
   - b. modeling rate

B. Expressive/Communicative

1. Initiating and maintaining short informal conversation
   - a. turn-taking
   - b. yes/no questions
   - c. open ended questions
   - d. politeness formulas
   - e. forms of address
   - f. informal idioms
2. Formal conversation
   - a. turn-taking
   - b. politeness formulas
   - c. forms of address
3. Giving and responding to directions

II. Reading Skills

A. Functional

1. Understanding instructions on forms
   - a. job applications
   - b. school registration
   - c. medical
   - d. financial
2. Reading maps

3. Reading time-tables/schedules
4. Reading product directions
5. Reading newspapers
6. Using dictionaries
    a. as guides to meaning
    b. as guides to pronunciation
    c. as guides to grammatical usage

B. Academic
1. Reading for the main idea
2. Reading for key words
3. Reading for details

C. Interpretive Skills
1. Using reading as a basis for agreeing, disagreing, expressing opinions
2. Using reading to discover the structure of written texts (e.g., sentence connectors, sentence transitions, paragraph organization)
3. Interpreting meaning from whole phrases
4. Using context clues determining meaning of unfamiliar vocabulary

III. Writing Skills

A. Functional
1. Filling out forms
    a. job application
    b. school registration
    c. medical
    d. financial

    2. Letter writing
        a. requests for information
        b. notification/announcement
    3. Simple resume and cover letter
  B. Academic
    1. Writing to dictation
        a. sentences
        b. paragraphs
    2. Paragraph writing
        a. topic sentence
        b. deductive (general to specific)
  C. Expressive
    1. Structured responses
    2. Personal responses
    3. Opinions
    4. Journaling/Diaries

IV. Grammar Skills (in writing)
  A. Correct use of pronouns
  B. Correct use of present and simple past verb tense
  C. Use auxiliary verbs "do" and "be" in questions and negative sentences
  D. Use simple coordinating conjunctions
  E. Use subject/verb agreement
  F. Follow standard conventions for capitalization

CURRENT TEXT: ______________________________

AUTHOR(S): ______________________________

PUBLISHER: ______________________________

SUPPLEMENTAL TEXT MATERIAL: ______________________________

AUTHOR(S): ______________________________

PUBLISHER: ______________________________

METHODS OF EVALUATION:

Students will be evaluated and graded using the following criteria.

Homework	.15%
Quizzes	.15%
Mid-Term Exam	.20%
Final Exam	30%
Participation	.20%

Exiting Criteria: Students wishing to advance to the next level must score 80% or better on the final examination and obtain a C or better in the class to advance to the Intermediate Level.

"N" Grades: Students who do not meet these criteria but who otherwise successfully pass the course will receive an "N" grade for the course. The "N" grade indicates that a student has made satisfactory progress in the course.

Course Grading Scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

0 - 69 = N

Note: Participation is measured by attendance, completion of lab assignments, and general conduct in the course.

COURSE INFORMATION AND CONTENT

July 3, 1991
DATE

ESL	0181C	Intermediate English as a Second Language(ESL)
PREFIX	NUMBER	COURSE TITLE

4	12
CREDIT HOURS	CONTACT HOURS

PREREQUISITES/CO-REQUISITES: (state course title; not prefix and number)

Beginning English as a Second Language or placement into the course based on testing.

CLASSIFICATION:

PARALLEL __________
OCCUPATIONAL ______
DUAL _______________
VOCATIONAL ________
COLLEGE PREP X

CATALOG DESCRIPTION:

ESL 0181 is the second of three courses for students who have limited proficiency in English. This course is designed for students interested in advancing their knowledge of English so they can pursue their studies in a degree or technical/vocational area at the college level. Reading, writing, vocabulary, grammar and academic skills are practiced through classroom and lab activities which involve reading and writing in the various academic disciplines.

TARGET POPULATION:

A. COLLEGE PREP (WOULD THIS BE RECOMMENDED FOR A STUDENT PLACED IN COLLEGE PREP?)

	YES	NO
READING		X
ENGLISH		X
MATHEMATICS		X
B. GENERAL EDUCATION?		X
C. GORDON RULE?		X
1. Mathematics		

2. Other courses 6,000 WORDS _____ 2,000 WORDS _____

D. OTHER INFORMATION:

GENERAL GOALS AND SIGNIFICANCE OF COURSE:

This course is designed specifically for non-native speakers of English. The course is designed to serve students who wish to pursue a degree or a certificate program at the college level. The principal goals of the course are 1) to provide students with the knowledge of the language needed to advance to the next level of English study and 2) to provide students with the academic skills needed to succeed in college level courses.

MAJOR LEARNING OUTCOMES:

Students will acquire effective skills in speaking, listening, reading and writing which will enable them to enter the college preparatory reading and English courses. They also will learn effective methods for studying and notetaking. The skills emphasized in the course include but are not limited to the following:

1. Listening - Students will be able to actively listen for and attend to the main ideas and principle points made in lectures and other academic presentations.
2. Speaking - Students will be able to respond appropriately in a variety of academic contexts. They will be able to make short impromptu speeches expressing opinions and points of view on a variety of topics of academic interest. They will be able to participate effectively in classroom conversations. They will exhibit the ability to use intonation patterns to signal information content in speech. They will develop effective pronunciation strategies to make their speech intelligible to sensitive native-speaking listeners.
3. Reading - Students will be able to read texts written in a variety of academic styles. They will develop competency in identifying main ideas, recognizing key terms and phrases, understanding meaning of unfamiliar words from context and from word analysis (affixes & roots). They will develop the ability to use textual (discourse) information to assist them in skimming & scanning, and in summarizing main ideas and supporting details in controlled texts.
4. Writing - Students will be able to write well structured paragraphs controlled by topic sentences. They will be able to organize and focus information in the paragraph using a

limited number of transitional words and phrases and compound and complex sentence structures. They will be able to plan and write effective narration, description and exemplification paragraphs. They will be able to use effective pre-writing techniques to assist them in planning and development paragraphs.

COURSE CONTENT - DESCRIPTION

The following language components will be integrated in all of the activities in the classroom and in the lab.

I. Verbal Skills
    A. Academic/Functional
        1. Reading aloud
            a. using syllable structure to aid pronunciation
            b. using intonation to emphasize and focus information in sentences
        2. Repetition of spoken and taped conversational passages
            a. modeling intonation and pronunciation
            b. modeling rate
        3. Listening to lecture
            a. determining main ideas
            b. determining key points
    B. Expressive/Communicative
        1. Initiating questions in the classroom
            a. relevance of questions
            b. forms of questions

        2. Responding to questions in the classroom
            a. determining relevance
            b. response strategies
        3. Planned and impromptu speeches

II. Reading Skills

- A. Academic/Functional
    1. Understanding instructions
        a. standardized and classroom exams and tests
        b. classroom assignments
    2. Reading and understanding course syllabi
    3. Reading & using reference materials
        a. dictionaries
        b. encyclopedias
        c. handbooks
    4. Reading academic texts
        a. Controlled Texts (textbooks)
            1. preface & introduction
            2. chapter headings
            3. chapter summaries
            4. indexes
            5. glossaries
        b. Structured Texts
            1. articles
            2. essays
- B. Academic/Study Skills
    1. Reading for main idea
    2. Reading for key words and phrases

        3. Reading for facts and details
        4. Previewing Skills
            a. skimming
            b. scanning
        5. Overviewing Skills
            a. summarizing
            b. outlining
    C. Interpretive Skills
        1. Using reading as a basis for agreeing, disagreing, expressing opinions
        2. Using reading to discover the structure of written texts (i.e., sentence connectors, sentence transitions, paragraph organization)
        3. Interpreting meaning from whole phrases
        4. Using context clues for determining meaning of unfamiliar vocabulary
        5. Using word structure (affixes & roots) to determine meaning of unfamiliar words
III. Writing Skills
    A. Academic/Functional
        1. Notetaking/summarizing
            a. from lectures
            b. from texts
        2. Prewriting & Planning
            a. brainstorming
            b. freewriting
            c. outlining

        3. Paragraph writing
            a. topic sentence
            b. deductive (general to specific)
            c. narration
            d. description
            e. exemplification
        4. Short-answer responses
    C. Expressive
        1. Structured responses
        2. Personal responses
        3. Opinions
        4. Journaling/Diaries

IV. Grammar Skills (in writing)
    A. Logical use of compound sentences using or/nor, so, for, but, yet.
    B. Correct use of verb participles with modals 'have', 'could' and 'would' to express conditional and perfective aspects.
    C. Use of adverbial clasues
    D. Use of subject/verb agreement
    E. Use of adjectives and adverbs
    F. Use of simple modifying phrases
    G. Use of commas to set off modifying phrases and to separate conjoined clauses
    H. Correct use of irregular verb tenses
    I. Use of relative and 'that' compliment clauses

CURRENT TEXT: ____________________

AUTHOR(S): ____________________

PUBLISHER: ____________________

SUPPLEMENTAL TEXT MATERIAL: ____________________

AUTHOR(S): ____________________

PUBLISHER: ____________________

METHODS OF EVALUATION:

Students will be evaluated and graded using the following criteria.

Homework	15%
Quizzes	15%
Mid-Term Exam	20%
Final Exam	30%
Participation	20%

Exiting Criteria: Students wishing to advance to the next level must score 80% or better on the final examination, obtain a C or better in the class to progress to the Advanced Level (College Prep English).

"N" Grades: Students who do not meet these criteria but who otherwise successfully pass the course will receive an "N" grade for the course. The "N" grade indicates that a student has made satisfactory progress in the course.

Course Grading Scale:

90 - 100 = A

80 - 89 = B

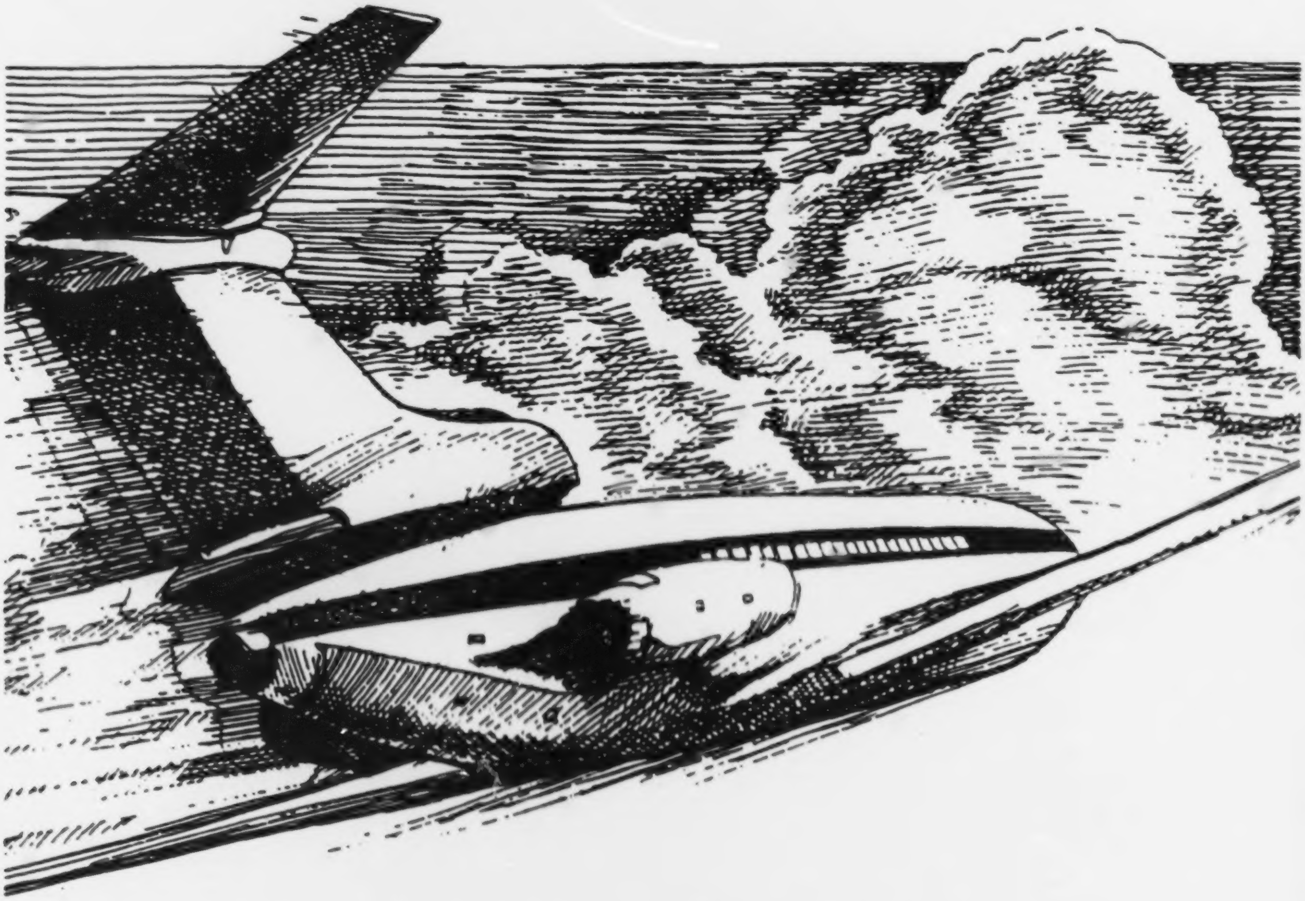
70 - 79 = C

0 - 69 = N

Note: Participation is measured by attendance, completion of lab assignments, and general conduct in the course.

Overseas Studies 1992

Central Florida Community College



✦ London, Amsterdam,
Paris, Berlin

✦ Spain

Open to all CFCC students and those eligible to enroll at CFCC, including all high school graduates, dual enrollment or early admission students, students from other colleges, teachers and part-time students.

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Great Cities of Europe:
History and Culture
◆ *London, Paris, Berlin, Amsterdam* ◆

HIS 2935: Seminar in History
(3 credit hours)
On-Campus Classes: June 25 - July 6

20 days
$2890

HIS 2955: Studies Abroad in Civilization
(3 credit hours)
Overseas Travel-Study: July 6-25

Included:

- Round-trip transportation from Orlando to Europe
- Transfers from terminals to lodgings
- Twin or triple-bedded rooms in city center, two-star tourist class hotels
- Two meals a day: breakfast and dinner (your choice from the menu)
- Inter-city travel by train (no tour busses) including 1st Class Eurail Flexipass (5 trips in 15 days)
- Day trips to Greenwich, Versailles and East Berlin
- Three London theatre tickets
- River cruises on the Thames and the Seine
- Amsterdam Canal Boat Tour
- Walking tours in each city
- Street and public transportation maps
- City public transport tickets: London Travelcard (7 days), Paris Carnet (10 trips), Amsterdam Strippen Kaart (7 trips), Berlin Sammelkarte (5 trips)
- An afternoon free in each city
- Study Guide to European History (33 pages)
- Museum Guides and Study Handouts
- Admissions to Museums and Galleries below:

London	Amsterdam	Paris	Berlin
British Museum	Rijksmuseum	Louvre	Dahlem Museum
National Gallery	Van Gogh Museum	Museum d'Orsay	Egyptian Museum
Museum of London	Stedelijk Museum	Rodin Museum	New National Gallery
Tate Gallery	Historical Museum	St. Chapelle	Pergamum Museum
Museum of the Moving Image	Anne Frank House	Beaubourg (Modern Art)	Museum of German History

CFCC instructor and travel director — Your instructor will be Ira Holmes, Chairman of the CFCC Humanities and Social Sciences Division. Professor Holmes teaches Introduction to the Humanities and the World Civilizations survey courses on campus and has served as Lecturer in History at Nottingham College, England. He organized the first CFCC Studies Abroad course and has led study tours to Europe since 1968. Overseas travel and daily itineraries are planned and personally led by the instructor.

Additional information — Students will travel as a small, independent group (usually eight to ten participants). Individual travel after the regular tour is possible if arranged before the purchase of airline tickets. Departure dates, itinerary, and estimated costs are subject to change. Applicants should be in good physical health, as this tour will involve extensive city walking tours, carrying luggage, and climbing stairs. For more information (including a daily itinerary and application/payment/ refund policies) call Professor Holmes at (904) 237-2111, extension 293.

Spring Break/"Express Term" Tour — LONDON - $895
March 21-29, 1992

- Round-trip flight from Orlando to London
- Hotel with private bath (6 nights)
- Six continental breakfasts, five dinners
- Transfer between airport and hotel
- Sightseeing Bus Tour of London
- Museum Guides and Study Handouts
- Three London Theatre Tickets (Optional: $60)

CFCC Madrid Campus

University Program (July 2-23) - $2295 price includes:

- International air transportation via Iberia Airlines
- Airport transfers
- Health and accident insurance
- Lodging in student dormitory in Madrid's University City
- Three meals a day at the dormitory
- Swimming pool and tennis court at the dormitory
- Four excursions:

El Escorial and Valley of the Fallen
Visit the 16th Century monastery of El Escorial, the best example of Renaissance architecture in Spain, and the Basilica at the Valley of the Fallen

Toledo
The timeless city. Visit the magnificent Gothic cathedral, St. Tome Church, the Synagogue, El Greco's home.

Avila and Segovia
Admire the walled city of Avila with its Medieval flavor. In Segovia see the Roman Aqueduct, the Cathedral and the famous Alcazar.

Salamanca
The center of Plateresque architecture. Visit the two cathedrals, the university (the oldest in Spain) and walk through the main square (Plaza Mayor), considered by many to be Spain's most beautiful.

University Program Plus (June 25-July 23) - $2595 price includes:

Everything included in the University Program, **PLUS**:

- One week in the Costa del Sol. Lodging in first class beachfront apartments.
- Two excursions:

Sevilla
The host city for the 1992 World's Fair not only offers the attractions of the EXPO, but boasts a tremendous wealth of religious buildings, museums and palaces.

Granada
Home of the Alhambra, the fantastic Moorish palace, which many claim to be the eighth wonder of the world.

- Also a visit to Cordoba enroute to Madrid

Academic Courses Offered:

SPN 1121	Elementary Spanish II	4 hours of credit
SPN 2200	Intermediate Spanish I	4 hours of credit
SPN 2201	Intermediate Spanish II	4 hours of credit
HUM 2930	Spanish Culture and Civilization	3 hours of credit

Program director — Dr. Orlando Moreno is CFCC's Communications/Fine Arts Division Chairman. He rceived the B.A. and M.A. degrees from the University of Florida and the Ph.D. degree from the University of Madrid. Dr. Moreno has led study groups to Spain since 1975. He will teach courses in Spanish language and Spanish Culture and Civilization.

Travel arrangements are coordinated by Student Travel Services, Inc.

Tuition:

For **Florida residents** (those who have resided in the state for at least 12 months prior to registration), the fee per three-credit hour course is $93.96; for a four-credit hour course, the fee is $125.28.

Non-resident fees are $340.95 and $454.60, respectively, per three- or four-credit hour course.

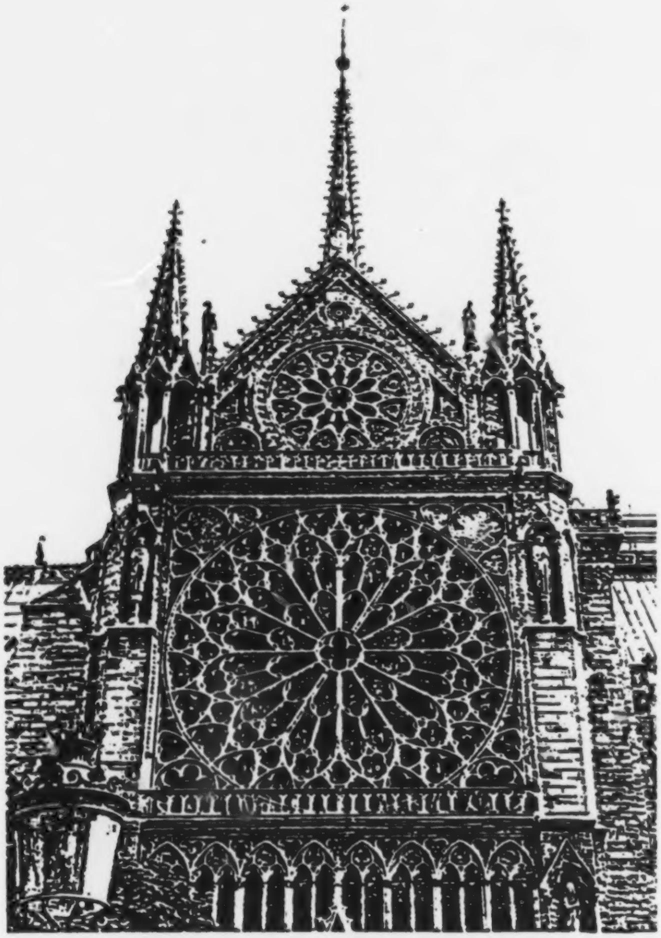
People who have never before registered for credit courses at CFCC are also required to pay a one-time-only, non-refundable $15 application fee.

Enrollment:

All participants must enroll as credit or audit (non-credit) students.

Teacher Recertification:

Teachers may be able to earn recertification credits. Consult your certification specialist.



Central Florida Community College
P. O. Box 1388, Ocala, Florida 32678-1388
Telephone: (904) 237-2111

- AN EQUAL OPPORTUNITY COLLEGE -

Internationalizing the A.A. Core Curriculum

1. Incorporate international components in the ENC 1102 (Introduction to Literature) course. This course is required of all A.A. degree candidates, therefore, insuring that students enrolled in the A.A. degree programs will increase their sensitivity towards other cultures. The instructors will have the flexibility to "internationalize" the course content through reading, writing and discussion assignments, to name a few, identified in the course syllabus distributed to students at the beginning of the term.

2. All instructors teaching ENC 1102 (Introduction to Literature) will be required to submit a syllabus for the course, including the international component assignment(s), at the beginning of each term to the International Education Director. "Internationalizing" this course will be accomplished by March, 1992.

   In addition, ENC 1101 (College Freshman Composition) will undergo similar modifications during the 1992-93 academic year. This course is required of all A.S. degree seeking students, as well as the A.A. degree seeking students. Therefore, it will encompass most CFCC students working towards an A.A. or A.S. degree. By March, 1993, the "internationalizing" of ENC 1101 will be completed.

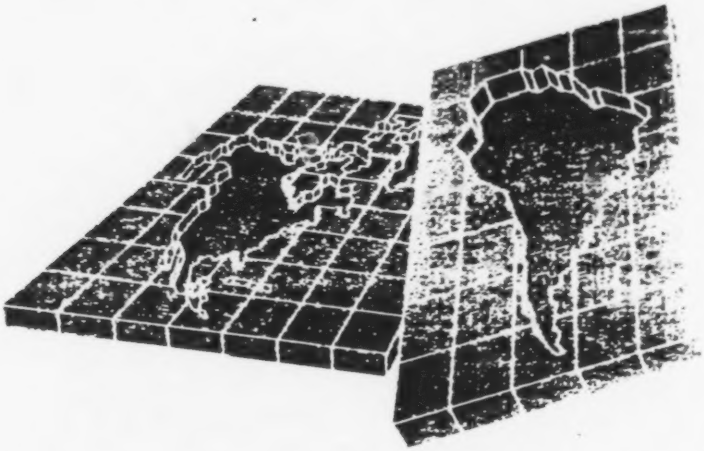
   Other available courses which promote international awareness in the A.A. degree programs are as follows:

   AMH 2091 - Introduction to African-American History
   AML 2010 - Survey of American Literature I
   AML 2022 - Survey of American Literature II
   ARH 2050 - Art History I
   ARH 2051 - Art History II
   CRW 2000 - Creative Writing
   ENL 2012 - English Literature I
   ENL 2023 - English Literature II
   FIL 2400 - Film: History and Aesthetics of Cinema
   FRE 1120 - Elementary French I
   FRE 1121 - Elementary French II
   FRE 2200 - Intermediate French I
   FRE 2201 - Intermediate French II
   GEA 2000 - World Geography
   GER 1120 - Elementary German I
   GER 1121 - Elementary German II
   HIS 2955 - Studies Abroad in Civilization
   HUM 1021 - Introduction to the Humanities
   HUM 2230 - Western Ideologies: Renaissance-20th Century
   HUM 2310 - Mythology in Religion, Art and Literature
   HUM 2311 - Mythological Symbolism in Art Philosophy and Religion-Honors
   HUM 2424 - African & African American Cultures & Literatures
   HUM 2930 - Spanish Culture and Civilization

INR 2002 - International Relations
LAH 2020 - Introduction to Latin American History
LIT 2110 - World Literature I
LIT 2120 - World Literature II
LIT 2084 - Modern Fiction
PHI 2010 - Introduction to Philosophy
REL 2300 - Comparative Religions
SPN 1120 - Elementary Spanish I
SPN 1121 - Elementary Spanish II
SPN 2200 - Intermediate Spanish I
SPN 2201 - Intermediate Spanish II
SYG 2410 - Marriage and the Family
THE 1000 - Introduction to Theater
WOH 2012 - World Civilizations to 1715
WOH 2022 - World Civilizations Since 1715

AMERICAN ENGLISH
CONFIDENCE COURSE

America's Most Innovative English Language Program



A course designed to take up where classroom learning stops.
An intensive four week / 100 hour experience that challenges you to reach your potential.
From the moment that you arrive in the United States, you will experience the difference . . .

Presented By

STATE

CENTRAL FLORIDA COMMUNITY COLLEGE

Site of the "American English Confidence Course"

The Central Florida Community College (CFCC) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate in Arts and Associate in Science degrees, and by the Florida Department of Education. Dr. William J. Campion assumed the presidency March 1, 1987, and continues to provide excellent leadership for the College.

The College not only provides a wide range of pre-professional programs, but also maintains affiliations with several Florida colleges and universities. Additionally, the College regularly provides a wide variety of workshops, seminars and conferences in professional development and continuing education.

CFCC offers a well-rounded athletic program, numerous dramatic and musical productions, guest lecturers and entertainers, student clubs and organizations . . . all to help enhance a progressive and dynamic academic atmosphere that **ADVENTURE STATE** operates in order to meet the needs of each and every student in our program.

Confidence Course Goals:

A. To realistically improve a student's English speech and pronunciation by total immersion in the language.

B. To expand every student's English vocabulary naturally and effectively by constant daily use and exposure.

C. To improve each student's reading comprehension and writing ability for English by meaningful participation.

D. To allow the student an opportunity to understand American idiomatic style and cultural influence by direct involvement.

E. To provide each student an intensive, yet unforgettable American discovery experience.

The **"AMERICAN ENGLISH CONFIDENCE COURSE"** is designed for people with a minimum of previous English language study experience, and offers two levels of instructional programming. Our program is based upon **"Experiential Learning"** rather than simply the basic focus of the traditional classroom.

Our instructors rely upon simulations, role-play, composition and real-life experience rather than just a text and workbook. It is our philosophy that a student can best learn correct application of speech, reading and writing by direct participation in an atmosphere of positive encouragement.

American English Confidence Course
APPLICATION FORM

NAME ______________________________

Family Name First Middle

HOME ADDRESS ______________________________

Number and Street

____

City Country Postal/Zip

____

Home Telephone Business Fax/Telex

DATE OF BIRTH ______________________________ Age ______________

Month/Day/Year

SEX: Male _____ Female _____ SINGLE _____ MARRIED _____

LANGUAGE STUDY BACKGROUND:

English School / Course	Grade	Calendar Year

STATEMENT OF COURSE ELIGIBILITY:

This certifies that ______________________________ has satisfied criteria for acceptance in the American English Confidence Course, and recommend the level of

Intermediate _______ Advanced _______

____

Language School Representative Adventure State Sales Agent

Academic Background: (Please list all schools / colleges you have attended)

____

____

____

____

____

Personal Interests: (Please list sports, activities and hobbies you enjoy)

____

____

____

____

Health Background: (Please list any illness or health condition that would limit or prevent you from any activity. Use the back of this form to provide any detail)

____

____

____

Please provide a contact person in case of an emergency:

____

Name Relation Emergency Contact Number

(Applicants that are 18 years of age or under must have parent or guardian sign the following portion.)

Please accept this application. As the parent/legal guardian I authorize ADVENTURE STATE or their appointed agent to seek qualified medical diagnosis and/or treatment of illness, injury or accident to the above-mentioned student, and authorize release of medical information for medical treatment and/or insurance purposes. I accept responsibility for any medical expense outside of the limits of any medical insurance and acknowledge that any pre-existing condition is not covered by health insurance. I further attest that all of the information on this form is accurate, including any and all description or disclosure of health problems.

____

Signature of parent or legal guardian

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OCALA, FLORIDA, U.S.A.

YOUR HOME AWAY FROM HOME . . .

We have chosen Ocala as the site for our **"American English Confidence Course"** because of its beauty, location and people. It has the traditional values of rural America, yet is progressive and full of vitality. Ocala has a wonderful blend of business, recreation and culture without the problems of larger more insensitive cities.

Host Families are carefully screened and selected to enable you the privilege of truly experiencing the American way of life. Our host families are enthusiastic supporters of your learning experience, and will make an even greater impact on your goal to improve your skills.

Our **"Confidence Course"** uses a **"total immersion"** concept — meaning, that with very little exception, you will speak, read, and write only English while you are here. This is a great challenge, but our staff is sensitive to your desire to constantly improve; therefore, you will return to your home with the confidence that only a course like ours can offer.

In addition to the techniques used by our university-certified instructors, we use team-building and motivational exercises to help you realize your potential and maximize your self-confidence. You will learn in an atmosphere of total support and encouragement, tempered with dynamic learning experiences rather than workbook exercises. We know that the best way to learn is to **"Experience the Knowledge."**

◆ ◆ ◆

Each week, in addition to the regular classroom time, students will embark on **"Discovery Adventures"** that will take them to museums, natural and historical sites, as well as local attractions. These **"Discovery Adventures"** will be led by ***ADVENTURE STATE*** staff members who will add depth and meaning to the classroom learning structure. Whether it is the new Appleton Museum of Art, the natural beauty of Ocala National Forest, or historic Silver Springs, students will learn more than just English; they will acquire a greater understanding of American life.

Evenings and weekends not filled by organized student activities will be opportunities for Host Families and students to get better acquainted. Some homework activities actually involve the Host Family, creating a dynamic, yet relaxed extension of the language classroom. Students will spend time with their American Family as an opportunity to practice their knowledge. Actual assignments will reflect these events as the students talk, share, write and evaluate their learning progress.

Strong bonds and eternal friendships are forged when students complete our program. There is friendship and respect toward the instructors, the counselors, and the program staff. More importantly, the student leaves with something that no one can give . . . self-confidence and a dynamic attitude.

Experience the Difference . . .

. . . Experience the Knowledge.

OUR EXCLUSIVE PROGRAM INCLUDES . . .

- Transport to Ocala, Florida, from Orlando International Airport.
- Welcome reception for students and host families.
- Lodging and meals provided by American host families located in the city of Ocala, Florida.
- Four week / 100 hour "American English Confidence Course" guided by University-certified ESL professionals at our CFCC site.
- Weekly "Discovery Adventures" featuring cultural and historical points of interest to strengthen language usage.
- Teambuilding and motivational learning techniques to encourage and support each student.
- Daily recreational and sports activities coordinated by our staff to emphasize friendship and fun with CFCC students.
- Inclusion of student in host family lifestyle for additional learning opportunities.
- Closing banquet ceremony at the conclusion of our "Confidence Course."
- Return to Orlando International Airport for home flight.

ADVENTURE STATE provides competent, trained counselors to assist the students in the program. All activities are carefully designed with the safety and well-being of each student as the fundamental concern.

While several Ocala "attractions" are included in our program, we also understand that some students may wish to visit some of the larger attractions in the Orlando area. Although it is not the major concern of our program to provide for this, we can arrange for optional side-trips to these attractions, fully supervised and staffed by our counselors.

STATE

6849 Gainesville Road ■ Ocala, Florida 32675
Telephone 1-904-732-4660 ■ FAX 1-904-694-3103

St Petersburg Junior College

Pinellas County, Florida

St. Petersburg Junior College (SPJC) was founded in 1927, with 87 students and 14 faculty members, as Florida's first private, non-profit, two-year institution of higher learning. In 1928 the college was chartered by the State of Florida and became fully-accredited in 1931. In 1948 the college became a public institution. Today it is governed by the college's District Board of Trustees as part of the state's community college system.

As the area's population has grown dramatically, the college has expanded from its original St. Petersburg Campus to serve students throughout Pinellas County. In 1965 the Clearwater Campus opened with nearly 2,000 students; 8,000 now are in attendance. A center later was established in the county's rapidly growing northern area at Tarpon Springs.

The Health Education Center in Pinellas Park serves students in SPJC's many allied health programs. Business and industry are served through the rapidly expanding programs of the Open Campus's Corporate Training Services located in the Carillon Center in the Gateway area. The college's newest site is the SPJC Allstate Center, located on the southside of St. Petersburg, which will house the Criminal Justice Institute. The District Office, which houses most of the college's administrative operations, was built in 1968.

Full-time enrollment at SPJC is approximately 19,000, with more than 50,000 residents served annually.

SPJC offers more than 70 programs of study. At SPJC students have the opportunity to earn an Associate in Arts (A.A.) Degree, a program designed to complete the requirements for the freshman and sophomore years of college work and then transfer those credits to a university or college to complete the junior and senior years for a bachelor's degree. Students can work towards achieving an Associate in Science (A.S.) Degree, a program to prepare students in specific occupational fields to enter the work force upon graduation from SPJC. There are also various one-year occupational certificate programs available.

The college offers both day and evening classes and courses are also offered in computer and corporate training for both individuals and businesses. Academically, SPJC is considered to be in the top one to two percent of the nation's 1,200-plus community colleges.

Since 1950 the college has been led by only two presidents — Dr. Michael M. Bennett (1950-1978) and Dr. Carl M. Kuttler, Jr. (1978 to the present).

For more information

Write to:
English as a Second Language Program

St. Petersburg Junior College
P.O. Box 13489
St. Petersburg, Florida 33733-3489

or call:
(813) 791-2632

Financial Aid

Assistance for qualified students in the form of scholarships, loans and work opportunities is available from a variety of sources. Students seeking aid for college charges and living expenses should contact the St. Petersburg Junior College Financial Aid counselors for full details. At the St. Petersburg campus call 341-4638; Clearwater campus, call 791-2485; and Tarpon Springs Center, 791-5709 or 938-3744.

General admission requirements

Requirements for admission to degree and certificate programs at St. Petersburg Junior College vary from program to program and there are a variety of admissions categories based on an individual's educational and career goals. Students should refer to the college catalog or consult a counselor or the program director responsible for the program of interest to learn about specific admissions requirements.

St. Petersburg Junior College is dedicated to the concept of equal opportunity. The college will not discriminate on the basis of race, color, religion, sex, age, national origin, or marital status, or against any qualified handicapped individual, in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this rule, the college shall not tolerate such conduct. Should you experience such behavior, please contact the director of EA/EO at 341-3257.

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English as a Second Language

St. Petersburg Junior College

English as a Second Language

St. Petersburg Junior College offers the English as a Second Language Program (ESL) to those students interested in learning to speak and understand the English language, enabling them to enter technical/vocational programs, the workforce or another institution of higher education.

The ESL Program offers regular testing which assures that each student will progress at his/her individual pace.

The program meets a variety of needs by offering three levels of instruction:

- beginning
- intermediate
- advanced*

Entering students will be tested and placed in the appropriate level of study depending on their level of proficiency.

Students enrolled in the full program will be considered full-time students and will be eligible for financial aid and all other rights and privileges afforded to other full-time college students.

The TOEFL (Test of English as a Foreign Language) and CELT (Comprehensive English Language Test) are available at the college on a regular basis.

*(*Six hours of advanced level courses can be used as college credits.)*

The ESL Program:

- *prepares you for success in a vocational/technical program, college or workplace.*
- *emphasizes practical skills necessary for everyday living and communicating in the workforce.*
- *instructs students in conversational English as well as language skills suitable for more formal situations such as job interviews.*
- *uses a variety of media and computer software in meeting individual needs during laboratory hours.*
- *offers referrals to academic and vocational counselors.*

Course descriptions

Beginning English as a Second Language (9 credits)

This beginning level college preparatory course for non-native speakers of English is designed with an integrative approach to develop skills in reading, writing, structure, vocabulary building and oral communication.

Elementary Listening/Speaking (3 credits)

Students develop the ability to comprehend spoken English at a normal rate of speech and to express themselves accurately in a variety of everyday situations.

Intermediate English as a Second Language (9 credits)

The second of three ESL courses, this college preparatory course is designed to improve basic skills in reading, writing, structure, and vocabulary building. Group interaction, critical thinking skills, and appreciation of cultural differences are emphasized.

Intermediate Listening/Speaking (3 credits)

Students further develop the ability to comprehend spoken English and to express themselves more accurately and fluently on a variety of social, academic and work-related topics.

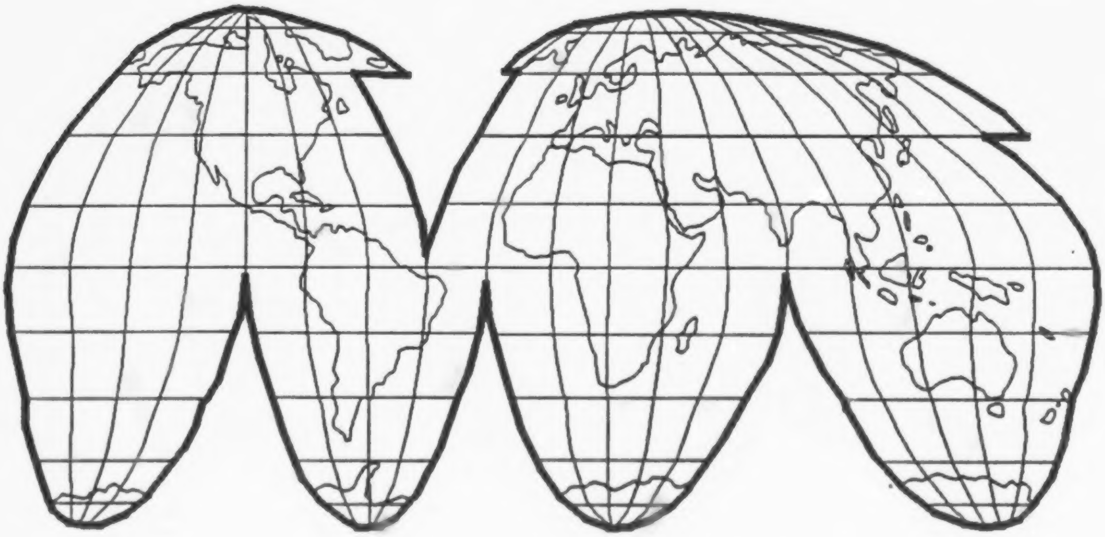
Advanced English as a Second Language (9 credits)

As the last component in the ESL series, this college level course is designed to refine skills in reading, writing and structure, and to enhance both comprehension and expression in English.

Advanced Listening/Speaking (3 credits)

Students sharpen oral communication skills needed for academic, social and work settings.

CAMPUS AND COMMUNITY LINKS



COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT, INC.

1519 Clearlake Road
Cocoa, Florida 32922-6597
(407) 631-3784
TELEX: 3792213 CCID
FAX: (407) 639-0078

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MEMORANDUM

March 17, 1992

TO: Members and Affiliates

FROM: James G. Humphrys, Executive Director

SUBJECT: 1992 Suriname Projects

CCID has scheduled two projects in Suriname for 1992. Each will require three instructors. This memo will give a brief description of the projects and the procedure for nominating instructors for them. Any Member or Affiliate may submit nominations.

The projects are sponsored by the Ministry of Education, Republic of Suriname. All instruction will be conducted in Paramaribo, the capitol city. Both will provide instruction to vocational and technical teachers in the Suriname vocational high schools. Logistical support for both projects will be the same.

PROJECT: ***UPGRADE COURSES FOR VOCATIONAL & TECHNICAL TEACHERS***

Dates: June 18 - August 11

Program: Three courses will be presented, each of which will require one instructor. The disciplines are: Computer Integrated Manufacturing, Electronics, and Meteorology. Equipment has been purchased and laboratories set up for CIM and Electronics, and curricula written for both courses. We will receive the course objectives for the Meteorology course by March 31. There will be 35 or 36 instructional days, each of which will contain five or six hours of lecture and lab.

Funding: Grant from the Alcoa Foundation. CCID has received the funds.

PROJECT: ***WORKSHOPS FOR VOCATIONAL TEACHERS***

Dates: October 15 - November 12

Program: The program will contain 15 instructional days, each of which will contain five or six hours of lecture and lab. The disciplines are: Electrical Technology, Automotive Technology and Woodworking. One instructor will be required for each workshop. Workshops in Electrical Technology and Automotive Technology were conducted in October 1991, and some equipment was purchased for the labs. Curricula must be developed for all workshops.

Funding: Grant from the Organization of American States. The funds will be available September 1.

MEMBER COLLEGES: BREVARD COMMUNITY COLLEGE, Cocoa, Florida ■ BROOME COMMUNITY COLLEGE, Binghamton, New York ■ COAST COMMUNITY COLLEGE DISTRICT, Costa Mesa, California ■ COLLEGE OF DUPAGE, Glen Ellyn, Illinois ■ COMMUNITY COLLEGE OF ALLEGHENY COUNTY, Pittsburgh, Pennsylvania ■ COMMUNITY COLLEGES OF SPOKANE, Spokane, Washington ■ DELAWARE COUNTY COMMUNITY COLLEGE, Media, Pennsylvania ■ DELAWARE TECHNICAL AND COMMUNITY COLLEGE, Dover, Delaware ■ EASTERN IOWA COMMUNITY COLLEGE DISTRICT, Davenport, Iowa ■ FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE, Jacksonville, Florida ■ HUMBER COLLEGE, Etobicoke, Ontario ■ KIRKWOOD COMMUNITY COLLEGE, Cedar Rapids, Iowa ■ LANSING COMMUNITY COLLEGE, Lansing, Michigan ■ ST. LOUIS COMMUNITY COLLEGE, St. Louis, Missouri ■ SEATTLE COMMUNITY COLLEGE DISTRICT, Seattle, Washington ■ SINCLAIR COMMUNITY COLLEGE, Dayton, Ohio ■ STATE CENTER COMMUNITY COLLEGE DISTRICT, Fresno, California ■ WAUKESHA COUNTY TECHNICAL COLLEGE, Pewaukee, Wisconsin

LOGISTICAL SUPPORT

Travel:	CCID will pay all travel and living expenses for the instructors. Travel will be arranged by CCID.
CCID Coordinator:	Each group will be accompanied to Suriname by a CCID coordinator who is familiar with the country and the Ministry of Education. The coordinator will remain in Suriname for a week to ensure that instructional and living arrangements are satisfactory, and to assist with the beginning of the project.
Fiscal:	Instructors should receive their normal salary from their parent college while in Suriname. CCID will pay each instructor a curriculum development stipend of $750. CCID will also pay each parent college $500 per week during the instructor's absence. This is intended to allow the college to hire substitutes, but there is no restriction on the use of these funds.
Living Arrangements:	Instructors will stay at the Krasnapolsky Hotel in Paramaribo. Meals will normally be taken at the hotel. The instructors will also receive a per diem in Surinamese guilders for personal expenses. The hotel is air conditioned and has a fax machine, telex and telephone communications with the United States. Local transportation will be provided by the Ministry of Education.

SELECTION OF INSTRUCTORS

CCID colleges that wish to nominate instructors for these projects must do so by letter to the Executive Director, and enclose a current curriculum vita for each nominee. You may nominate more than one instructor, but only one per discipline. CCID will select a primary and alternate instructor for each discipline. The selection schedule is as follows:

Activity	Upgrade Courses	Vocational Workshops
Colleges nomination deadline	April 17	June 1
CCID selects primary and alternate	May 1	June 30
College confirms availability	May 18	July 31
Depart for Suriname	June 18	October 15

These will be demanding and rewarding professional development assignments. The Surinamese always treat our instructors well, and have been careful to ensure that they are included in social occasions, sightseeing excursions and other events. The instructors should expect austere but acceptable living conditions, a rigorous instructional schedule and a rewarding introduction to Suriname. Please call with your questions.

JGH:sl

His Excellency
c/o Embassy of Nigeria
2201 M. Street., NW
Washington, DC 20037

Dear Mr. Ambassador;

Greetings on behalf of Central Florida Community College! I must truly say how much we enjoyed Mr. Musa's visit to our campus on February 13, 1992. You are very fortunate to have such a great asset as he by your side. I found him to be highly intelligent, charismatic, and delightful. His personality seems to brighten up the atmosphere!

He arrived very well prepared and presented his information thoroughly and clearly. The only thing that I regret is the fact that we didn't have the attention of the entire campus population.

On behalf of the International Club I would like to say THANK YOU VERY MUCH for allowing us the opportunity to meet Mr. Musa. We expect to stay in contact, as I feel a new and long-lasting friendship has been established.

As I have mentioned to Mr. Musa, we are very interested in recruiting Nigerian students to attend our college and we seek your assistance and expertise in doing so.

Enclosed you will find a synopsis of the International Education program from the viewpoint of Mr. Don Bostic, Director of International Education.

In closing, I am interested in obtaining information on current issues happening in Nigeria, as this will help us to attain one of our requisites. Again, a big THANK YOU for your cooperation and to Mr. Musa for his outstanding participation.

Cordially,

Demetrio Johnson-Rodríguez
President, International Club
of Central Florida Community
College

Enc: International Education information

TO: DON BOSTIC, Director of International Education

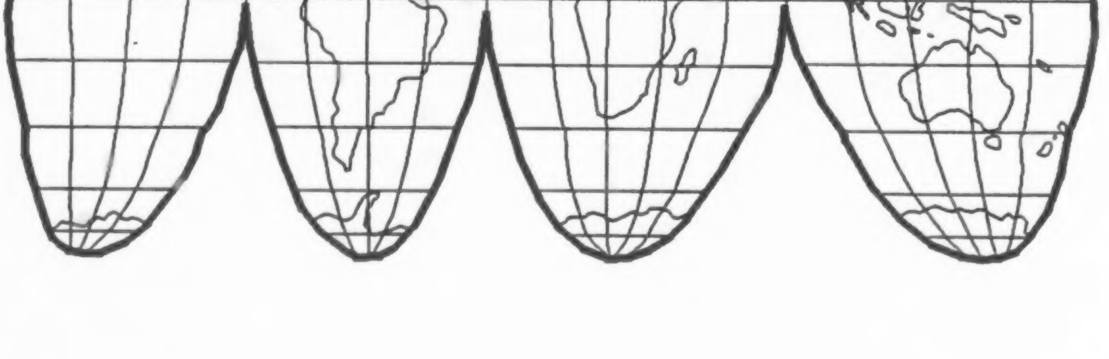
FROM: INTERNATIONAL CLUB

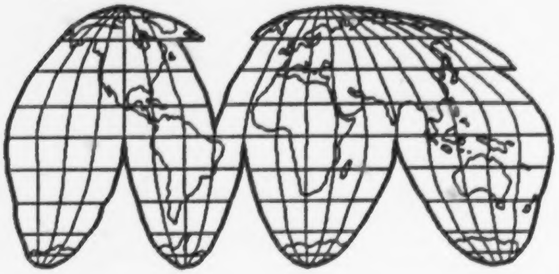
RE: MR. ADAMU MUSA'S VISIT (Nigerian Embassy)

- After Mr. Musa's presentation, he was bombarded by students and others who wanted to establish friendships with him, take photos and ask more intimate questions.
- At approximately 12:30 p.m., we proceeded to the cafeteria for a complimentary lunch where he and I discussed political issues and diplomatic requirements until we were joined by several curious students. He had the pleasure of meeting Chenjarai and they bonded immediately.
- I took him on an extended tour of the campus. He was very much impressed with the College Skills Lab (especially the computer system), and the artwork in the Fine Arts building. We made a stop in the Administration to the Foundation Department where he was given a wealth of information on CFCC and Ocala. Unfortunately we were not able to visit with Dr. Campion but he did get a "glimpse" of him coming out of the science auditorium.
- Upon our return to building 2, we discussed the CASS/CASP program in detail as well as the International Education program. He expressed some concern when he did not see any Nigerian students, thus, we discussed the strong possibility of recruiting students from his country to attend CFCC. Mr. Musa interestingly stated that a formal letter be sent to His Excellency with an explanation of what we desire and he took an application packet with him for show-and-tell.
- As he was about to depart, Dr. Willis came over and met him. She was impressed that someone of his caliber came to our campus. She also shared her knowledge of Africa, which impressed him tremendously.
- Overall, I do believe that Mr. Musa was more than content with the turn of events that transpired throughout the day. He almost "insisted" that we remain in contact and upon that I thanked him for his time, talent, and expertise. A new friendship has been established: personally and academically.

Note: The presentation was videotaped and he was interviewed by the CFCC Scene. Duplicates of both will be sent to him at a later date.

STATE AND FEDERAL FUNDING SOURCES





STATE FUNDING

INTERNATIONAL EDUCATION PROGRAMS IN THE FLORIDA DEPARTMENT OF EDUCATION

The Office of International Education was established in 1986 and assigned the following duties:

1. Serving as Information clearing house for international education resources.
2. Compiling, maintaining, and disseminating a directory of international education resources.
3. Providing liaison with federal, state, and private agencies on issues related to international education.
4. Administering the Latin American/Caribbean Scholarship Program.

FLORIDA LATIN AMERICAN/CARIBBEAN SCHOLARSHIP PROGRAM

The Florida Latin American/Caribbean Scholarship Program was created to provide support for students from Latin America and Caribbean countries to pursue postsecondary training in Florida that will enable them to address the social and economic development needs of the region. The program represents Florida's effort to strengthen ties with its closest neighboring countries in the region through investment on the education of the next generation of leaders. Presently the scholarships operates in 10 countries in Latin America and the Caribbean Basin. Scholarships are provided to financially disadvantaged students who wish to study in areas related to the critical development needs of their home countries such as agriculture, education, engineering, business administration and others. Students are selected from their home countries by host country selection committees. Upon completion of their studies, students are required to return home to apply their skills. The 1990 Florida Legislature appropriated $230,000 for FY 90-91. There are currently 32 students in the program.

FLORIDA INTERNATIONAL LINKAGE INSTITUTES

Florida has taken the initiative to strengthen the educational and cultural ties between our state and strategic regions of the world through the development of nine international linkage institutes. Floridians will be provided the opportunity to better understand the language, culture, and political/economic climate of these regions. The linkage institutes are designed to promote student and faculty exchange, cooperative research, and technical assistance activities, cultural exchange, and to enhance language training and skills. The institutes may also assist in the development of commercial associations between Florida and these regions when appropriate. Each institute is advised by an advisory committee comprised of leading business, government, and academic experts with an interest in developing ties to the region. The linkage institutes received $560,000 during the 1990 legislative session.

Florida-Brazil Institute

Florida-Costa Rica Institute

Florida-Canada Institute

Florida-France Institute

Florida-Russia Institute

Florida-Caribbean Institute

Florida-China Institute

Florida-Japan Institute

Florida-Israel Institute

FLORIDA INTERNATIONAL VOLUNTEER CORPS

The Florida International Volunteer Corps offers short term (370 days), people to people technical assistance to Caribbean countries in the areas of health, social services, education, agriculture, and business. Volunteer professionals receive only expenses in exchange for sharing their skills an expertise. Funded by the Florida legislature, this "mini peace corps" is administered by the Florida Association of voluntary Agencies for Caribbean Action through a contract with the department of Education. The Florida International Volunteer Corps was funded at $167,436 for FY 1990-91

JOSE MARTI SCHOLARSHIP CHALLENGE GRANT FUND

The Jose Marti Scholarship Challenge Grant Fund provides matching grants from private sources that raise money for scholarships to be awarded to Hispanic American Students. In order to be eligible to receive a scholarship pursuant to this section, an applicant shall: be a Hispanic American, or a person of Spanish culture with origins in Mexico, South America, Central America, or the Caribbean; be a citizen of the U.S. and have been a resident of the state for other than educational purposes for the preceding 2 years. There are currently 34 scholarship recipients in the program. The Jose Marti Scholarship Challenge Grant was funded at $300,000 for FY 90-91.

AFRICAN AND AFRO-CARIBBEAN SCHOLARSHIP TRUST FUND

The purpose of the trust fund is to provide scholarship support for eligible postsecondary-level students to pursue vocational programs in this state that will enable them to address the infrastructure needs of developing third-world countries. In order to be eligible, a student must:

(A) Be accepted or enrolled as a full-time undergraduate or vocational student at an eligible institution;

(B) Be a citizen of a sub-Saharan African country or an Afro-Caribbean Country;

(C) Have declared his intention to return to his country or region upon completing his studies and to remain there the number of years equal to the number of annual awards he receives under his program;

(D) Be in financial need; and

(E) Maintain passing grades

The African and Afro-Caribbean Scholarship Trust Fund was funded at $60,000 for FY 90-91.

ENDOWMENT FOR CUBAN-AMERICAN STUDIES

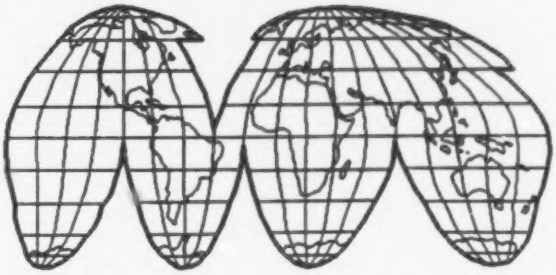
The Endowment for Cuban-American Studies has been established to promote research, education, and public awareness, including publications on issues pertaining to social, political, and economic trends in the Caribbean Basin region, as well as the impact of those trends on Florida and the United States. This program was funded at $1,000,000 during FY 89-90. However, the Endowment for Cuban-American Studies did not receive any funds for FY 90-91.

NICARAGUAN AND HAITIAN SCHOLARSHIP PROGRAM

The Nicaraguan and Haitian Scholarship Program awards tuition scholarships to a Nicaraguan and Haitian in Florida to attend a State University System institution. The two scholarships will be awarded annually on the basis of academic competence and service to the community. The program was funded at $10,000 for FY 90-91. Each student will receive $5,000.

BUDGET

Linkage Institutes	$560,000
International Volunteer Corp	$167,436
Latin American/Caribbean Basin Scholarship	$230,000
Jose Marti Scholarship Fund	$300,000
African & Afro-Caribbean Scholarship Fund	$60,000
Endowment for Cuban American Studies	$1,000,000
Nicaraguan and Haitian Scholarship Program	$10,000



TUITION WAIVERS AND SCHOLARSHIPS

BREVARD COMMUNITY COLLEGE
July 10, 1991

REC'D Stud. Serv.
JUL 14 1991

MEMORANDUM

TO: Vice President, Academic Affairs
Florida Community Colleges

FROM: James G. Humphrys
Co-Director, Florida China Institute

SUBJECT: Tuition Waivers for Chinese Students

The Florida State Legislature has created ten international linkage institutes to promote commerce, social\cultural and technical exchanges among those nations that have had and continue to have a significant impact on the State. The following Institutes were created: Brazil, Canada, Caribbean, China, Costa Rica, France, Israel, Japan, The U.S.S.R., and West Africa.

Brevard Community College and the University of West Florida are the co-sponsors of the Florida-China Institute. Our area of interest includes Republic of China (Taiwan), Peoples Republic of China, Hong Kong and Macao.

The legislature has also enacted a law under Florida Statute 240.137 which authorizes each institute the authority to award up to 25 out-of-state tuition exemptions per year. Undergraduate students can be exempted for up to 15 semester hours for the Fall and Spring term, and 12 semester hours in the Summer term. Graduate students can be exempted for up to 6 semester hours for any one semester. These exemptions will be valid at all of Florida's public colleges and universities. We are authorized to award them beginning with the Fall term, 1991. Students who are selected will still be required to pay in-state tuition.

In order to make this benefit available to your students, we need your assistance. The first requirement will be to designate a point of contact at your institution for the Florida-China Institute. This individual will be responsible for identifying eligible students and assisting them in processing their application for tuition exemption. Please send his/her name and address to:

Mike Pabon, Coordinator
International Education
Brevard Community College
1519 Clearlake Rd.
Cocoa, FL 32922

Enclosed is the application package for out-of-state tuition exemptions. Please give it to your point of contact. The package may be reproduced locally. Questions may be directed to Mr. Pabon at (407)632-1111 Ext. 3781 or SunCom 361-3781. We will send further information to your point of contact as it becomes available.

FLORIDA-CHINA INSTITUTE
Out-of-State Tuition Exemption Program
for
Chinese Students From Peoples Republic of China, Republic of China (Taiwan), Hong Kong and Macao

Tuition Exemption Guidelines

1. Students from the Peoples Republic of China, Republic of China (Taiwan),Hong Kong, and Macao are eligible to apply for the Florida-China Institute out-of-state tuition exemption.
2. The student must be admissable to the institution/college/department of choice.
3. Exemptions may be awarded at the graduate, undergraduate, and vocational levels. This includes degree programs at universities and community colleges, as well as non-degree and certificate programs at community colleges.
4. Selections will be based on academic record.
5. Tuition exemptions are contingent upon legislative authorization and recommendation of the college or university.
6. The decision of the institute is final.

Tuition Exemption Procedures

1. For Fall 1991, applications will be considered only for students already admitted to Florida institutions.
2. Beginning with Fall 1991, exemptions will be granted for one academic year at a time at the start of the academic year and will be reviewed each semester for possible continuation.
3. Exemptions will be granted for up to 15 hours per semester of undergraduate study or up to 9 hours of graduate study. Qualified students may apply for a second year.
4. The student must maintain an acceptable G.P.A. and make satisfactory progress towards their degree program.

Non-degree and certificate programs

Applicants will be considered for programs beginning Fall term, 1991.

INTERNATIONAL LINKAGE INSTITUTE TUITION EXEMPTION PROGRAM
FLORIDA\CHINA INSTITUTE
Application for Out-of-State Tuition Exemption

Please type or print clearly in ink

SECTION 1: STUDENT INFORMATION

Name ____

Local Mailing Address ____

City__________ State_____ Zip_________ Phone ( ) __________________

Citizenship ______ Passport No.__________________ Visa Type _____________

Is the student currently enrolled or in a Public Institution of Higher Education in Florida _____Yes _____No

SECTION II: ACADEMIC PROGRAM

CHECK APPROPRIATE CATEGORY

GRADUATE: Student:_____ Assistant:_____ Fellow:_____

UNDERGRADUATE: Community College_____ University(4 year program)_____

Give complete institutional name and address:______________________________

____

____

If enrolling in a community college non-credit program, give name and address of institution:

Date enrolled ____________________ Program:____________________________

Term and year to receive tuition exemption; ____________________________

Indicate approximate number of credits to be taken: (Maximum 42 semester hours per academic year)

_____ Lower Level (0000-2000)

_____ Upper Level (3000-4000)

_____ Graduate (5000-7000)

_____ Thesis (6000-7000)

SECTION III: INSTITUTIONAL CERTIFICATION (To be completed by appropriate academic official)

Fill in all the scores that apply:

GPA______ SAT_____ ACT_____ CLAST_____ GRE_____ GMAT_____TOEFL_____

( ) I recommend the student for the tuition exemption.

( ) I do not recommend the student for the tuition exemption.

Add any additional information or comments.

____
____
____
____

I certify that I have reviewed the student's academic record and that the information thus provided is correct. In addition, I certify that the number of credit hours requested by the student for exemption is correct.

Official's Signature	**Title**	**Date**

SECTION IV: FLORIDA-CHINA INSTITUTE ACTION

( ) The application approved for ______ semester hours for the _______term 19____ at the ______academic level.

( ) The application has not been approved.

( ) Other action or comments:

____
____
____
____

Signature Florida-China Institute	Date

PROCEDURES

1. Applications can be obtained from the Florida\China Institute offices located at the University of West Florida or at Brevard Community College.

2. Sections one and two of the application should be filled-out by the student requesting the exemption.

3. Section three of the application must be filled out by an appropriate academic official.

4. The certification "Florida Statute 240.137" must be signed by the student and attached to the application.

5. For Chinese students attending Florida Community Colleges, the application and certification must be sent by an appropriate academic official of the college directly to:

   Mr. James Humphrys
   c/o Director, Florida-China Institute
   Brevard Community College
   1519 Clearlake Road
   Cocoa, FL 32922

6. For Chinese students attending Florida Universities, the application and certification must be sent by an appropriate academic official of the college directly to:

   Dr. James Robinson
   Co-Director, Florida-China Institute
   University of West Florida
   11000 University Parkway
   Pensacola, FL 32514-2116

7. The institute will reveiw all completed applications and notify the student of its decision.

CERTIFICATION
Florida Statute 240.137

Florida State 240.137 authorizes the exemption of out-of-state fees provided that the students receiving the exemption shall return to their home country for a period of time equal to the exemption period. If granted this exemption, I agree to abide by this condition.

Student Signature ______________________ Date ______________________

FLORIDA - CHINA INSTITUTE

SELECTION CRITERIA FOR TUITION EXEMPTIONS

These guidelines outline procedures to be followed by the Florida-China Institute in selecting students for the tuition exemptions.

STUDENTS ELIGIBLE TO APPLY:

★ Chinese students from the People's Republic of China, Republic of China (Taiwan), Macao and Hong Kong.

★ Undergraduate, graduate, and non-degree students, in all disciplines of study, who have been admitted to any university or community college of the public education system of the state of Florida.

★ Students referred from China who have been accepted for study in Florida for the first time. Chinese students already studying in Florida who are on non-resident visas.

ACADEMIC REQUIREMENTS

★ TOEFL scores that meet admission standards

★ GPA Grade Average (3.0 80% or better); SAT, ACT, CLAST, GRE, GMAT, LSAT, or MCAT scores appropriate for admission into Florida community colleges and universities

★ Evidence of good academic standing for all previous and current levels of education as well as a sufficiently good record to be admitted to intended program of study. Since this is a merit scholarship, the level of academic achievement is important.

GENERAL

★ The Institute will advertise the program throughout Florida using university/colleges International Students' offices; and the Institute's China office, the newsletter, and other publicity vehicles.

★ Selection will be made by the Institute's Non-Resident Tuition Exemption Committee.

★ Renewal of the tuition exemption for each recipient will be based on program length and maintaining a high standard of continuous academic achievement.

BREVARD COMMUNITY COLLEGE
Mr. James G. Humphrys, Co-Director
Florida-China Institute
1519 Clearlake Road
Cocoa, FL 32922

UNIVERSITY OF WEST FLORIDA
Dr. James Robinson, Co-Director
Florida-China Institute
Pensacola, FL

FOR INFORMATION CONTACT: MIKE PABON (407) 632-1111, EXT. 3781

FLORIDA – CHINA INSTITUTE

Tuition Exemption Announcement for Chinese students from the People's Republic of China, Republic of China (Taiwan), Hong Kong, and Macao.

The Florida-China Institute announces the application dates for Fall and Spring 1991-92 tuition exemptions for Chinese students enrolled in the State University System and Division of Community Colleges of Florida.

Application deadline for Fall Semester 1991 is August 5, 1991. Awards will be announced on or about Monday, August 12, 1991.

Application deadline for Spring Semester 1992 is November 4, 1991. Awards will be announced on or about Monday, November 18, 1991.

Applications for Chinese students attending any of Florida's community colleges may be obtained by writing or calling:

Mr. Mike Pabon
Florida-China Institute
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922

(407) 632-1111, Ext. 3781

Developing Economic, Educational, Cultural, and Social Linkages between Florida and China

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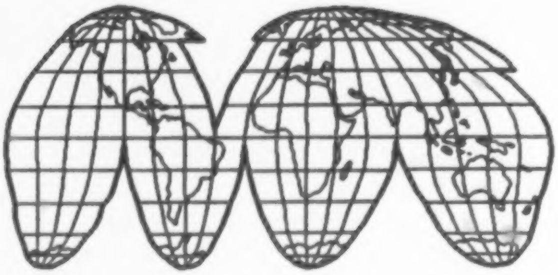

AGENCY FOR INTERNATIONAL DEVELOPMENT (A.I.D.) CONTRACTOR'S MAILING LIST

OIT PARTICIPANTS TRAINING CONTRACTORS WORKSHOP
OCTOBER 18-19, 1990
LIST OF PARTICIPANTS

ACADEMY FOR EDUCATIONAL DEVELOPMENT

1255 23RD STREET, N.W., SUITE 400
WASHINGTON, DC 20037

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LARRY THOMAS	BUSINESS MANAGER, PTIIC	202-862-1900
CHRISTIANA J. TUMAKU	FINANCIAL ASSISTANT, PPTP	202-467-8725
LISA WEISS	PROGRAM ASSISTANT, POPULATION AND NUTRITION	202-862-8831

Nancy Wolfson

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WASHINGTON, DC 20001

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UMESH MALLY	202-638-4661

AGUIRRE INTERNATIONAL

1090 VERMONT AVENUE, N.W., SUITE 200
WASHINGTON, DC 20005

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ROGER RASNAKE	SENIOR EVALUATION SPECIALIST	202-682-9173

AMERICAN AGRICULTURE INTERNATIONAL

2201 N. INDIAN RUINS ROAD
TUCSON, AZ 85715

BOB BUFFINGTON	TECHNICAL OFFICE MANAGER AND TRAINING OFFICER	602-296-5447

AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES

ONE DUPONT CIRCLE, N.W., SUITE 700
WASHINGTON, DC 20036

GAIL HOCHHAUSER	DIRECTOR, LINKAGES PROGRAM	202-293-7070

AMIDEAST

1100 17TH STREET, N.W., SUITE 400
WASHINGTON, DC 20036-4601

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LYDIA M. GREBE	COORDINATOR, WEST BANK/GAZA HRDP	202-785-0022 x 452
KRISTIN SUNDBERG	EDUCATION ASSISTANT	202-785-0022
JEANETTE TAYLOR	SENIOR RECORDS SPECIALIST	202-785-0022-4601
MARK VISO	EDUCATIONAL SPECIALIST, WEST BANK/GAZA HRDP	202-785-0022 x 450

AUBURN UNIVERSITY

INTERNATIONAL AGRICULTURE
103 COMER HALL
AUBURN, AL 36849

RHONDA HOLMAN	EXECUTIVE SECRETARY	205-844-3211

CH2M HILL INTERNATIONAL, LTD.

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WASHINGTON, DC 20005-2401

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CHEMONICS INTERNATIONAL

2000 M STREET, N.W., SUITE 200
WASHINGTON, DC 20036

JAMES CAMPILLO	FIELD ACCOUNTANT	202-466-5340
BRENDA M. WILSON		202-466-5340

CONSORTIUM FOR INTERNATIONAL DEVELOPMENT

1901 N. MOORE STREET, SUITE 804
ARLINGTON, VA 22209

DEIRDRE BRADLEY		703-524-1160
JAMES L. COLLOM		703-524-1160

CORNELL UNIVERSITY

350 CALDWELL HALL
ITHACA, NY 14853

CAROL W. BABCOCK	TRAINING COORDIANTOR	607-255-1907

CREATIVE ASSOCIATES INTERNATIONAL, INC.

5301 WISCONSIN AVENUE, N.W., SUITE 700
WASHINGTON, DC 20015

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WASHINGTON, DC 20005-2701

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BRIDGE D.L. MCDOWELL	MANAGER, INTERNATIONAL OPERATIONS	202-775-3337

DEVELOPMENT ASSOCIATES

2924 COLUMBIA PIKE [illegible]
ARLINGTON, VA 22204 [illegible]

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SCOTT B. GOLDMAN	PROJECT MANAGER, GUATEMALA (GPS)	703-979-0100
BRUCE J. MANCIAGLI	PROJECT ASSISTANT, MEXICO TRAINING	703-979-0100
ANN SKELTON	PROJECT DIRECTOR, APSP	703-979-0100

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EGYPTIAN CULTURAL AND EDUCATIONAL BUREAU

2200 Kalorama Road, N.W.
Washington, DC 20008

Hazel Adams-Shango	Contract Administrator, Programming Agent	202-265-6400 x 19
Sandra-Lee Abu El-Haj	Program Specialist	202-265-6400

FERRIS STATE UNIVERSITY

International Programs
International Center
Bishop Hall 302
Big Rapids, MI 49307

Sally L. Nicolai	Operations Manager	616-592-3923
Justine Singer	Coordinator	616-592-3924
J. Penny Wheeler	Coordinator, Intensive English Program	616-592-2406

FLORIDA A & M UNIVERSITY

Office of International Programs
P.O. Box 338
Tallahassee, FL 32307

Agnes R. Coppin	Program Coordinator	904-599-3562/68

GEORGETOWN UNIVERSITY

P.O. Box 2298 — Hoya Station
Washington, DC 20057

Lynda Grahill	Student Records Officer, CASS	202-687-1944
Linda Moll	Senior Training Officer, CAPS/Panama—CIPRA	202-687-6997
Paul L. Silva	Director of College Programs, CASP/CASS	202-687-7031
Hallie Galen Wallack	Program Officer, CASP/CASS	202-687-7020

HARVARD INSTITUTE FOR INTERNATIONAL DEVELOPMENT

One Eliot Street
Cambridge, MA 02138

Deborah Sharpe Logue	Training Office Accountant	617-495-9770
Marlene Mack	Staff Assistant	617-495-3748

HOWARD UNIVERSITY

International Health Program
515½ W Street, N.W.
Washington, DC 20059

Flower B. Briscoe	Administrative Secretary	202-806-5074

INSTITUTE OF INTERNATIONAL EDUCATION

Energy Training Program
1400 K Street, N.W., Suite 650
Washington, DC 20005-2403

Lillian Silva	Assistant Administrative Officer	202-682-6560

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INTERNATIONAL SCIENCE AND TECHNOLOGY INSTITUTE, INC.

1129 20th Street, N.W., Suite 800
Washington, DC 20036

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Jane Wickstrom	Management Associate	202-785-0831

INTRADOS/INTERNATIONAL MANAGEMENT GROUP

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WHAT IS THE
A.I.D. CONTRACTOR
LOOKING FOR?

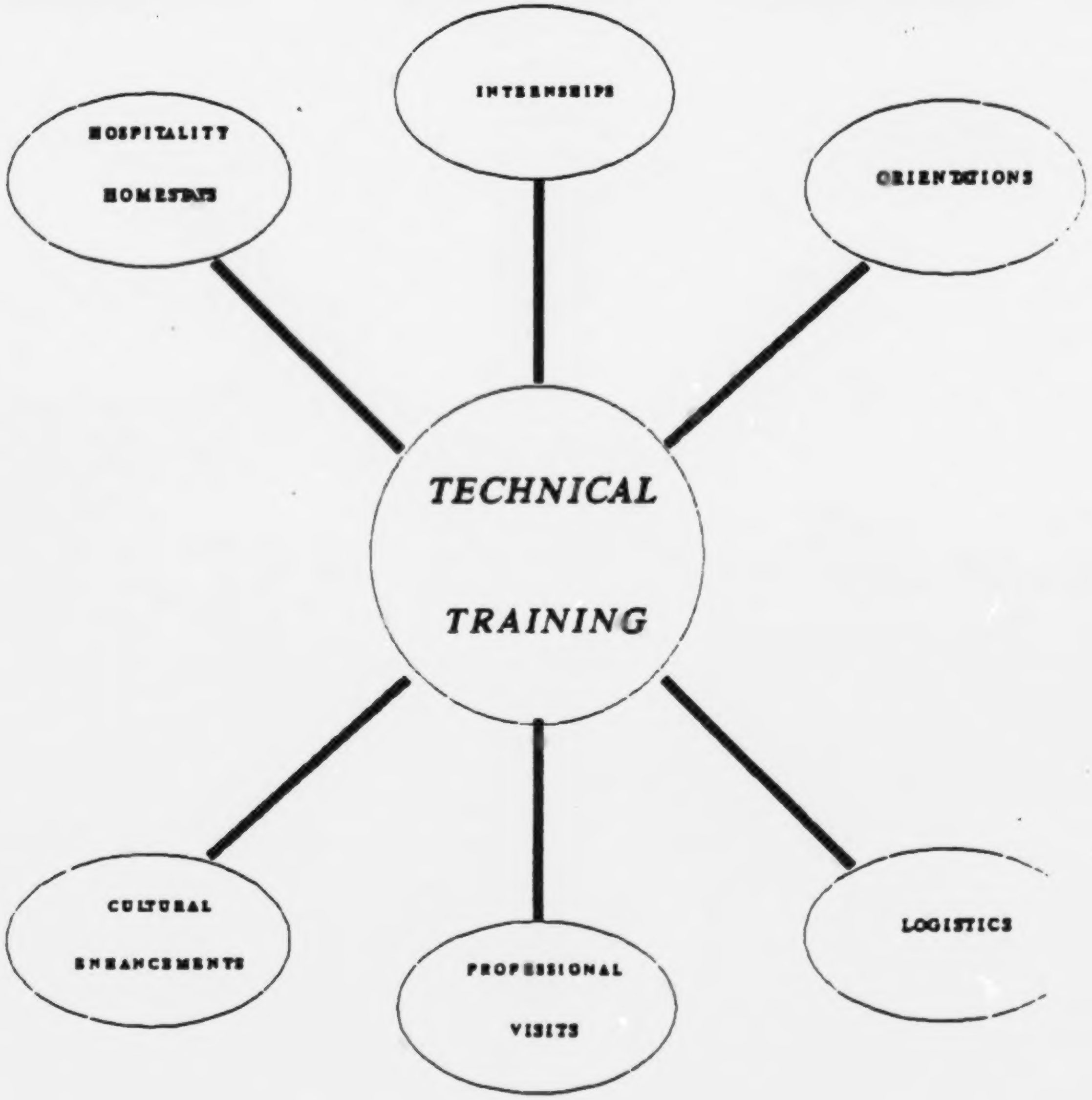
WHAT DO YOU NEED

TO DO

BEFORE MARKETING TO

THE A.I.D. CONTRACTOR?

ELEMENTS OF A GROUP TRAINING PROGRAM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PROFESSIONAL
VISITS
LOGISTICS

DO YOUR HOMEWORK

- Learn as much about the A.I.D. Participant Training Program as you can, its mission, its goals, its language, how A.I.D. works with its contractors, etc.

- Learn about the A.I.D. contractors you will be approaching and the A.I.D. contract(s) they have. Once you know about them and their contracts, you can successfully market your institution's capabilities because you will know what the contractor needs. See attachment to learn who the A.I.D. contractors are and how you can learn about them.

- Review your institution's community linkages with business and industry, commmunity organizations, others with whom you can cooperate in providing internships, site visits, cultural enhancements, hospitality, etc. to A.I.D.-sponsored participants. Prepare to highlight those relationships that will be of interest to the A.I.D. contractor.

- Explore potential linkages that will enhance your capabilities and marketability. For example, work with the local affiliate of the National Council for International Visitors if there is one in your area as many HBCUs already do. NCIV local affiliates can work with you in coordinating logistics, providing home hospitality and cultural enhancements, and assisting in arranging site visits and internships, etc. Contact information for NCIV is attached.

In Summary: By learning about A.I.D. and Participant Training you can develop an understanding of which of your varied capabilities the A.I.D. contractor is most interested in learning about.

HOW DO YOU MARKET

TO THE

A.I.D. CONTRACTOR?

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CAPABILITY STATEMENT

A capability statement is tailored for the audience. The more you know about your audience, the more effective your capability statement will be as a marketing tool.

There is no set format for the capability statement. It does not need to be expensive, typeset, or bound. Most of all it does not need to be long. But certain components of interest to your audience are helpful to include.

I. Programming Strengths

Grouped by subject area and, as necessary, divisions within the subject area. Be as specific as possible. By articulating your programming strengths in the capability statement you are doing the legwork for the contractor. This is more effective than to distribute your college catalog to the contractor saying you can tailor training programs around any of your degree offerings.

II. Past Programming Experience

Not too much information, which gets lost on the reader, just a phrase. Examples:

> In July 1990 arranged a two week internship for a participant from Botswana in Grocery Store Management.
>
> In September 1990 arranged a four day training program and site visits at area farms for a participant from Fiji in Fruit and Vegetable Post Harvest Handling.
>
> In October 1990 provided a one week training program and site visits for five women from Guinea in Small Business Development.
>
> In January 1991 arranged a three week training program and site visits for seven Bolivian educators in the Management of Information Systems Within Primary and Secondary Educational Systems.

Each of these examples is one sentence long and each includes important components: time frame, type of program, number of participants, country of origin, the subject area. All of these components tell about you and your capabilities; they are hooks that grab the attention of the A.I.D. contractor.

III. Take Advantage of Those Things That Make Your Community Unique

When you give facts about your city or state, translate them into programming capability. Examples:

Don't say SMALL BUSINESS is a strength if you can say,

> Because ninety percent of businesses in our city have fewer than 25 employees we have programming strengths in small business development and business incubators.

Don't say IRRIGATION is a strength if you can say,

> Because farming in our area is dependent on irrigation there are excellent opportunities for training in and exposure to the wide variety of irrigation methods and equipment.

Don't say URBAN DEVELOPMENT is a strength if you can say,

> Because of the naturally beautiful setting of our area our city has developed a unique urban development plan that limits growth to four percent per year, prohibits flashing neon signs, and requires that a significant percentage of the city land area be maintained as parks.

Every city has small business or urban development. But if your small business, urban development, or other community aspect is unique, emphasize that difference.

When you say, "We are the third largest [BLANK] in the U.S." or "Our city has more [BLANK] than any other in our state", keep going that next step and explain what that means in terms of your programming capability for A.I.D. participant training.

IV. A City With Problems Can Have Programming Strengths

Riverfront cleanup and development, drug rehabilitation, race relations. An A.I.D. participant can learn from mistakes that were made and from the solutions that work.

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V. Recognize Programming Possibilities

What may be a Saturday cultural visit available to participants in their free time could well be an important component of a training program. Example:

> The large number of Native American Reservations [or Pueblos] in our area provides opportunities to see their social programs, their business and industry, their selling and marketing of handicrafts, and other social and economic development issues unique to their community.

VI. Highlight Relevant Organizations With Whom You Have Relationships

Your relationships with certain organizations that are particularly relevant to A.I.D., are, again, those hooks that grab the contractors' attention. Those organizations include:

State Offices of Economic Development or Trade

Chambers of Commerce

Hispanic Chambers of Commerce, Black American Business Groups, and other organizations representing minorities or ethnic groups

Does your city have a Foreign Trade Zone?

Research Centers, Industrial Parks, Think Tanks

Small Business Development Centers

Organizations in health, education, hospitals

Relationships with officials in state and local government

From the perspective of the A.I.D. contractor these relationships speak well of you and it is important to highlight them in your capability statement.

VII. Brief Statement on What is a Reasonable Request From the Contractor

Can you tailor a training program for one individual or do you need a minimum number? Is there a minimum amount of lead time you need to work with?

VIII. Community Activities

A.I.D. values the evening and weekend activities you can arrange that are outside of the core of the participant's training program. The emphasis is experiential over observational. Let the contractor know the kinds of experiential activities you have provided in the past or can provide that are social, political, economic, and cultural.

Your involving A.I.D. participants in the community in this way gives you a visibility and profile that can pay dividends in nurturing your ongoing relationships with community institutions, businesses, and organizations.

IX. Institutional Strengths

Let the contractor know your institutional strengths as they relate to A.I.D. Specifically, a) formal linkages for training and education you have with business and industry, other universities, other training providers, or community-based organizations such as the National Council for International Visitors, b) international experience or study of faculty members, c) language capability among your faculty and staff.

X. Contact Person

A sign of institutional commitment to your institution's involvement in international training activities is when there is an initial contact person the A.I.D. contractor can call for short term training needs. Let the contractor know who the contact person is and how to reach them.

CONCLUSION

It is not enough for a training provider to say, "We want AID participants". You must first understand A.I.D. participant training. Show the A.I.D. contractor your capability in designing training programs, setting up site visits, arranging internships, accessing the resources of your community. You can successfully demonstrate those capabilities and resources through your marketing tool, the capability statement and in so doing, improve your institution's prospects for involvement in A.I.D.'s Participant Training Program.

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WORKING WITH A.I.D. CONTRACTORS

What is A.I.D.?

The Agency for International Development is the principal U.S. government agency responsible for implementing our foreign economic assistance program. It carries out its activities in Asia, the Near East, Africa, and Latin America in order to promote growth and development. Human resource development has been a very important part of these activities for over 30 years, and the Participant Training Program is the chief vehicle for realizing this development.

What is the Participant Training Program?

A.I.D. brings students, businessmen, and civil servants from the developing world to the U.S. to receive training in universities, industries and other private sector entities, labor, state and local government and community organizations. While some elements of this training may be observational, the emphasis is on highly specialized, technical training geared toward the development needs in the participants' home countries.

What are A.I.D. Contractors?

A.I.D. does not carry out training or arrange for the training itself. It uses a variety of contractors or, in a small number of cases, U.S. government agencies to arrange, deliver, and administer the programs of participants. Some of the major A.I.D. contractors for participant training are attached.

While some of these contractors actually deliver the training themselves, the majority are responsible for identifying or designing appropriate training from the vast resources available in the U.S. The contractor may work with many different A.I.D. countries, one region, one country, or one project within a country or a region. Some deal with just students in the U.S. for degree programs or with participants in the U.S. for short term, non-degree training programs; others with both.

How Do Contractors Identify or Select Training Providers?

Contractors select from the large pool of private and public sector organizations, colleges, universities, etc. which they identify as potential training providers. Some of these organizations may focus on particular world regions or on particular technical training areas. Many have established courses that run by schedule; others offer training "on demand" in response to specific requests.

Training providers market themselves to A.I.D. contractors in a variety of ways which include informational brochures, capability statements, course announcements, participation in conferences and association meetings, office visits, etc. In this way, they demonstrate their understanding of A.I.D. training needs and their capacity to respond to those needs.

Larger contractors often have resource specialists whose job it is to help identify potential training providers for the programming staff. They provide information about the organization and the work it is currently doing, and collect information for distribution to programmers.

• • • • • •

Partners for International Education and Training is under contract to the Agency for International Development to administer a portion of A.I.D.'s Worldwide Participant Training Program. PIET has programmed 20,787 trainees from 113 countries in eight years of operation, through March 31, 1991.

7/91

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Learning Who the A.I.D. Contractors Are

There are over 300 A.I.D. contractors across the United States carrying out the Participant Training Program. A handful have major A.I.D. contracts and contact information for some of them is attached. Most of the major contractors are located in the Washington, D.C. area. The directory *Internet Profiles*, published by Internet in Chapel Hill, North Carolina, lists most if not all A.I.D. contractors and contracts. Using the geographical index you can locate A.I.D. contractors in your area with contracts related to participant training.

In deciding which of the many A.I.D. contractors to market your training capabilities to, you might want to 1) select from those with major contracts and 2) approach any in your area, regardless of the size of the contract.

Information sources such as *Internet Profiles* can help you learn more about the A.I.D. contractor whether it is one of the major contractors identified here or a contractor in your area. *Internet Profiles*, in particular, can be expensive. You can call the publisher to ask if an institution in your already has one.

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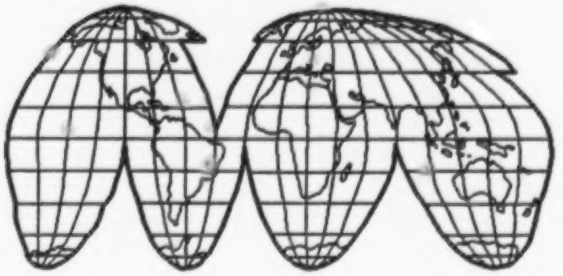
CONTACT INFORMATION FOR THE NATIONAL COUNCIL FOR INTERNATIONAL VISITORS

NCIV is the umbrella organization for the over 100 community-based local affiliates throughout the U.S.

National Council for International Visitors
1420 K Street, NW, Suite 800
Washington, D.C. 20005-2401
tel: 202/842-1414
fax: 202/289-4625
Contact: Maureen Gavagan or Katie Carney



SUB-CONTRACTOR'S BID EXAMPLE

Response from CFCC

Nicaragua Development Training Project:

Central Florida Community College is committed to International Education, and it is our responsibility to lead students in multi-cultural diversity and interaction.

CFCC was established in 1957 and serves Marion, Citrus and Levy counties as a comprehensive, public, community junior college.

Located in North Central Florida, CFCC is adjacent to I-75 and is thirty miles south of Gainesville and sixty miles north of Orlando. Beaches are within a one hour drive to the east or the west, and Tampa and Jacksonville are only ninety minutes away.

Current enrollment is at a record 5,500 for full-time students and a total of 19,500 for all students. In addition to Associate in Arts Degrees for students seeking to transfer to four year colleges or universities, CFCC offers Associate in Science Degrees and certificate's in various occupational areas.

Additionally, CFCC is designated as an area Vocational Education School by the State Board of Education. The curriculum ranges from programs of study for initial employment to upgrading and retraining of workers. College Preparatory courses are available to students needing assistance, as well as ESL - English as a Second Language.

CFCC is closely tied to the community and offers a tremendous menu of non-credit activities through our Continuing Education Division. Opportunities integrating classroom study with practical experience are coordinated by the Cooperative Education Program. This program has extensive and established relationships with community businesses, agencies, and non-formal educational providers to offer invaluable practical training experiences.

CFCC is also in the unique position of being able to offer tuition waivers based on Florida Statute 240.1201 (10d) to students from Central and Latin America who are receiving grant dollars from the United States government. This provides for significantly lower training and tuition costs. The 1991-92 resident cost is $31.32 per credit hour. The 1991-92 non-resident cost is $113.65 per credit hour. This waiver results in a savings of $82.33 per credit hour.

CFCC has additional attributes, including a committed staff and faculty, as well as a President who is very involved. The International Education Department is very active and brings its experience with CASS, in addition to a well trained staff. The operations of the CASS program, Cycle F, G and H have established the foundation and experience to assist us with the Nicaragua project. Components already operating include transportation services, bi-lingual drivers, host family programs, ESL instruction, reporting and budgeting, a staff familiar with Georgetown and AID, independent living adjacent to campus, arrival and departure orientation and re-entry, and leadership training and retreats.

Training

Short term training provided by CFCC will be very focused. Emphasis will be on fundamentals, skills, and experiences that will directly benefit the student upon their return. Utilization of the Continuing Education and Cooperative Education Departments enables CFCC to offer the technical short-term instruction and essential practical field experience. In most cases, Spanish speaking instructors are available and translators are readily obtainable when needed. Already operational is an active host family network, transportation system to operate practical training component, and mentorship programs through several campus organizations.

CFCC's location and access to resources, such as the University of Florida and Ocala's business, agricultural and industrial community, will work together to enhance the training.

In education, CFCC can provide on campus training and practical experience in a pre-school, Head Start program. Site visits and practical experience in primary and secondary schools, including Spanish speaking instructors and students, are at CFCC's disposal. CFCC has a close relationship with the Marion County Superintendent and School Board and can count on their cooperation.

We can foresee CFCC providing training in some of the following areas:

Designing and producing educational materials
Developing new and efficient uses for educational resources
Develop and implement new, efficient methods for teaching and programming

parent educational courses
promoting school projects
transmitting their new skills to their fellow teachers, upon their return to Nicaragua

In municipal government, CFCC is an active and key component in Ocala and Marion County governance. Staff, employed by the college, are members of the City Council and several other agencies and boards. They will provide leadership and access to the workings, process, and mysteries of government. Our local legislators work closely with the college and we can facilitate access to their office and opportunities to observe state and local government.

Campus training is available in horticulture through our AS program. Additionally, we can utilize the Institute of Food and Agricultural Services, and the Department of Food and Resource Economics at the University of Florida. CFCC has already established a working relationship with these departments. Marion County has over 500 working farms and practical training is available from packing operations to picking. The Economic Development Council is supportive and will be an asset in all areas regarding cooperatives.

CFCC has the capability, the demonstrated commitment, and flexibility to provide the technical training needed as specified later. Flexibility and commitment have been foundations in the successful operations of our CASS program. Practical experience is essential to any training program and our community support and CASS experience leads us to be confident that we can meet the specific needs of the Nicaragua project when they are identified.

Finally and uniquely, our previously established cooperation and team work with two other state community colleges with CASS programs enables us to enhance the training through collaboration and cost effective special events. Examples include collaborating retreats, workshops, seminars, tours, lectures, socials and Experience America activities - instructional and recreational.

Very valuable planning, campus and community resources, and shared leadership have been developed and shared by the International Education Department and staff of these colleges. This collaboration will be an asset to the Nicaragua project from pre-planning to departure.

Response to USAID/Nicaragua RFP

Budget Worksheet for Group of Fifteen Students:

Training Cost Category	28 Days	6 Weeks	3 Months	6 Months
A. Administrative Salaries	$ 5,273.00	$ 6,873.00	$11,673.00	$15,073.00
B. Fringe Benefits 29 %	$ 1,529,17	$ 1,993.17	$ 3,385.17	$ 4,371.17
C. Indirect Costs (rate) 8 %	$ 1,978.17	$ 2,595.29	$ 4,494.65	$ 7,213.53
D. English Language Training	$ 200.00	$ 300.00	$ 600.00	$ 1,200.00
E. Technical Training (per credit? hour? instructor?)	$ 2,880.00	$4,320.00	$ 8,640.00	$17,280.00
F. Translators/Interpreters	$ 400.00	$ 600.00	$ 1,200.00	$ 2,400.00
G. Fees	$ 225,00	$ 225.00	$ 225.00	$ 225.00
H. Books and Supplies	$ 3,000.00	$3,000.00	$ 3,000.00	$ 3,000.00
I. Special Equipment	$ 500.00	$ 500.00	$ 500.00	$ 500.00
J. Room and Board	$ 7,500.00	$11,250.00	$22,500.00	$36,000.00
K. Clothing Allowance	$ -0-	$ -0-	$ -0-	$ 1,500.00
L. Personal Allowance	$ 2,250.00	$ 3,375.00	$ 6,750.00	$13,500.00
M. Other ____________	$ 300.00	$ 300.00	$ 300.00	$ 300.00
N. Local Transportation	$ 1,350.00	$ 2,025.00	$ 4,050.00	$ 8,100.00
O. Experience America Programming	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 2,000.00
P. Leadership Programming	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 2,000.00
Total:	$29,385.34	$39,356.46	$69,317.82	$114,608.70

Response to USAID/Nicaragua RFP

Budget Worksheet for Group of Fifteen Students:

Training Cost Category	9 Months	12 Months	2 Years
A. Administrative Salaries	$ 22,273.00	$ 29,473.00	$ 58,946
B. Fringe Benefits ___%	$ 6,459.17	$ 8,547.17	$ 17,094.34
C. Indirect Costs (rate)___%	$ 10,804.57	$ 14,215.61	$ 27,261.22
D. English Language Training	$ 1,800.00	$ -0-	$ -0-
E. Technical Training (per credit? hour? instructor?)	$ 25,920.00	$ 21,141.00	$ 42,282.00
F. Translators/Interpreters	$ 3,600.00	$ 3,600.00	$ 3,600.00
G. Fees	$ 225.00	$ 225.00	$ 225.00
H. Books and Supplies	$ 6,000.00	$ 9,000.00	$ 18,000.00
I. Special Equipment	$ 500.00	$ 500.00	$ 1,000.00
J. Room and Board	$ 54,000.00	$ 72,000.00	$ 144,000.00
K. Clothing Allowance	$ 1,500.00	$ 1,500.00	$ 3,000.00
L. Personal Allowance	$ 20,250.00	$ 27,000.00	$ 43,200.00
M. Other ____________	$ 300.00	$ 300.00	$ 600.00
N. Local Transportation	$ 12,150.00	$ 17,550.00	$ 35,100.00
O. Experience America Programming	$ 3,000.00	$ 4,000.00	$ 8,000.00
P. Leadership Programming	$ 3,000.00	$ 4,000.00	$ 8,000.00
Total:	$171,781.74	$213,051.78	$ 410,308.56

Response to USAID/Nicaragua RFP

Budget Worksheet for One Individual Student:

Training Cost Category	28 Days	6 Weeks	3 Months	6 Months
A. Administrative Salaries	$ 351.53	$ 458.20	$ 778.20	$ 1,004.86
B. Fringe Benefits ___%	$ 101.94	$ 132.87	$ 225.67	$ 291.41
C. Indirect Costs (rate)___%	$ 131.87	$ 173.01	$ 299.64	$ 480.90
D. English Language Training	$ 13.33	$ 20.00	$ 40.00	$ 80.00
E. Technical Training (per credit? hour? instructor?)	$ 192.00	$ 288.00	$ 576.00	$ 1,152.00
F. Translators/Interpreters	$ 26.66	$ 40.00	$ 80.00	$ 160.00
G. Fees	$ 15.00	$ 15.00	$ 15.00	$ 15.00
H. Books and Supplies	$ 200.00	$ 200.00	$ 200.00	$ 200.00
I. Special Equipment	$ 33.33	$ 33.33	$ 33.33	$ 33.33
J. Room and Board	$ 500.00	$ 758.00	$ 1,500.00	$ 2,400.00
K. Clothing Allowance	$ -0-	$ -0-	$ -0-	$ 100.00
L. Personal Allowance	$ 150.00	$ 225.00	$ 450.00	$ 900.00
M. Other ________________	$ 20.00	$ 20.00	$ 20.00	$ 20.00
N. Local Transportation	$ 90.00	$ 135.00	$ 270.00	$ 540.00
O. Experience America Programming	$ 66.66	$ 66.66	$ 66.66	$ 133.33
P. Leadership Programming	$ 66.66	$ 66.66	$ 66.66	$ 133.33
Total:	$ 1,959.02	$ 2,623.76	$ 4,621.18	$ 7,640.58

Response to USAID/Nicaragua RFP

Budget Worksheet for One Individual Student:

Training Cost Category	9 Months	12 Months	2 Years
A. Administrative Salaries	$ 1,484.86	$ 1,964.86	$ 3,929.73
B. Fringe Benefits ___%	$ 430.61	$ 569.81	$ 1,139.62
C. Indirect Costs (rate)___%	$ 720.30	$ 947.70	$ 1,817.41
D. English Language Training	$ 120.00	$ -0-	$ -0-
E. Technical Training (per credit? hour? instructor?)	$ 1,728.00	$ 1,409.40	$ 2,818.80
F. Translators/Interpreters	$ 240.00	$ 240.00	$ 240.00
G. Fees	$ 15.00	$ 15.00	$ 15.00
H. Books and Supplies	$ 400.00	$ 600.00	$ 1,200.00
I. Special Equipment	$ 33.33	$ 33.33	$ 66.66
J. Room and Board	$ 3,600.00	$ 4,800.00	$ 9,600.00
K. Clothing Allowance	$ 100.00	$ 100.00	$ 200.00
L. Personal Allowance	$ 1,350.00	$ 1,800.00	$ 2,880.00
M. Other ______________	$ 20.00	$ 20.00	$ 40.00
N. Local Transportation	$ 810.00	$ 1,170.00	$ 2,340.00
O. Experience America Programming	$ 200.00	$ 266.66	$ -0-
P. Leadership Programming	$ 200.00	$ 266.66	$ 533.33
Total:	$11,452.11	$ 14,203.45	$ 27,353.90

ATTACHMENT I

BUDGET NARRATIVE
(28 wks, 6 wks, 3 mo)

A. Managers salary: $700 wk. Clerical: 10 hrs/wk @ $10/hr and one wk salary (me) (includes 2 wk pre-arrival training)

B. 29% of total administrative salaries

C. 8% of total contract costs less tuition/training costs

D. Survival English, 1 hr/da, $10/hr

E. $192 per student; $1.20 per hour of training; 40 hr/wk ($48 weekly per student)

F. 10 hr/wk; $10/hr

G. Admission application, $15 per person

H. $200 per student, based on previous history

I. $500 based on specific training

J. $500 room and board per person

K.

L. $150/person/month

M. $300 graduation and supplies

N. Transportation allowance: $ .275 x 100 mi/da = $137.50 weekly. Drivers cost: $5/hr 40 hr/wk = $200 weekly.

O. $66.66 per student monthly based on previous history

P. $1000 based on previous history for week-end retreat

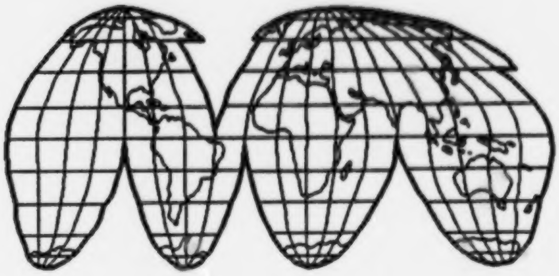
ATTACHMENT II

BUDGET NARRATIVE
(6 mo, 9 mo, 1 yr, 2 yr)

A. Reduction of salary to $500 per week at 6 mo

B. ESL classes beginning at 1 yr

C. Regular credit classes, in state tuition of $31.32/hr, 45 hr/yr includes 12 hours of ESL



GRANT APPLICATION PROCESS

NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS
EDUCATION FOR INTERNATIONAL DEVELOPMENT
NAFSA/A.I.D. Grants Program

Application for Training Development Grant/Minigrant

Please complete this cover form to accompany your application for the Training Deveopment Grant and/or the Minigrant, together with the Budget Summary.

Your proposal should be accompanied by a project description of no more than five pages (for a Training Development Grant) or three pages (for a Minigrant). Applicants for a Training Development Grant should also complete the Self-Evaluation Questionnaire.

See the accompanying Guidelines and Criteria.

• • • • • • •

Name of Agency: Southeast Regional CASS Conference Committee

Address: c/o Troy A. James
CASS Program Coordinator, Kent Campus
3939 Roosevelt Blvd. A102
Jacksonville, FL 32205-8997

Name and Position of Project Coordinator:

Troy A. James, CASS Program Coordinator, Kent Campus

Telephone: (904) 387-8255

Title of proposed project:

Southeast Regional CASS Leadership Conference

Summary description (50 words or less): The allocated monies will be used for transportation costs, room and board expenses and interpreting services for CASP/CASS hearing impaired students who will attend the Southeast Regional CASS Leadership Conference, November 15-17, 1991.

Total amount requested: $1,000.00 minimum up to total $4,000.00 if funding is given to separate schools.

Name of person completing this form

CASS Program Coordinator, Kent Campus
Title

Troy A. James
Signature

9/16/91
Date

c:applic

NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS
EDUCATION FOR INTERNATIONAL DEVELOPMENT
NAFSA/A.I.D. Grants Program

Application for Training Development Grant/Minigrant

BUDGET SUMMARY

	Funds Requested From NAFSA	Other Cash Contributions	In-Kind Contributions	
ADMINISTRATIVE EXPENSES:				
Postage			$100.00	
Telephone			$100.00	
Secretarial			$200.00	
Materials and supplies (include breakdown on separate page)			$ 50.00	
Conference Staff			$1500.00	
TOTAL ADMINISTRATIVE EXPENSES:			$1950.00	
PARTICIPANT EXPENSES: (Please specify their nature and cost per participant)				
$50 for Staff R&Brd.	$950.00			
$36 for Student R&Brd.	$2988.00			
Paper & Printing			$415.00	
TOTAL PARTICIPANT EXPENSES:	$3938.00		$415.00	
UATION AND FOLLOW-UP EXPENSES: (Please specify nature and amount)				
Paper & Printing			$25.00	
TOTAL EVALUATION AND FOLLOW-UP EXPENSES:			$25.00	
OTHER: (Please specify nature and amount)				
Recreation Equip. Rental ($10 per Participant)	$1020.00			
terpreters for Hearing Impaired	$600.00		$600.00	*4 needed at $300.00 each entire Conf.
Computer Use During Conf.			$300.00	
Transportation Expenses			$450.00	
TOTAL OTHER EXPENSES:	$1620.00		$1350.00	
TOTALS:	$5558.00		$3740.00	

TOTAL AMOUNT REQUESTED FROM NAFSA: $4000.00 for 4 schools maximum or $1000.00 minimum

ES:

1. Grant monies may not be spent on the following: institutional overhead expenses, international travel, nonexpendable items of equipment such as furniture, office equipment or computers.
2. Cash contributions are only those which are actual monetary donations to the budget, such as materials, participant contributions, etc. In-kind contributions include such things as prorated staff time, volunteer hours, and office and meeting space rentals.
3. Please list source of other cash and in-kind contributions on reverse side.

ATTACHMENT "A"

OVERALL OBJECTIVES OF CASS LEADERSHIP CONFERENCE

1) To create awareness, to identify and to develop components of successful leadership;

2) To explore the characteristics of leadership that transcend cultural and sexual barriers;

3) To pursue the opportunities for physically challenged students to explore and maximize their leadership skills.

ATTACHMENT "C"

CONFERENCE STAFFING

HEAD COORDINATOR:

Troy A. James
CASS Program Coordinator, Kent Campus
Florida Community College at Jacksonville

SCHOOL COORDINATORS:

Maria Toms, St. Petersburg Junior College
Ms. Harriett A. Clark, St. Petersburg College/CASS Hearing Impaired Program
Don Bostic, Central Florida Community College
Sharon Ells. University of South Carolina at Sumter

SUPPORT STAFF:

Ms. Sonia Bernstein, Assistant CASS Coordinator
Florida Community College at Jacksonville

Ms. Betsy Davis, Academic Advisor
Florida Community College at Jacksonville

Mr. Branch Davis and
Mr. Neils Bernstein, Co-facilitators
Conference Recreation

Interpreters for the Hearing Impaired Students:

1)
2)
3)
4)

CONFERENCE & WORKSHOP SPEAKERS AND COMMITTEE FACILITATORS:

Dr. William Campion, President
Central Florida Community College;

Ms. Maria Toms, CASS Program Coordinator
St. Petersburg Junior College;

Ms. Kerry Carrillo, CASS Program Coordinator, North Campus
Florida Community College at Jacksonville;

Attachment "C" Continued

Dr. Pamela Grey, Director of Institutional Planning
Florida Community College at Jacksonville;

Mr. Don Bostic, CASS Program Coordinator
Central Florida Community College;

Ms. Sharon Ells, CASS Program Coordinator
University of South Carolina at Sumter;

Mr. Raul Barahona, 1991 Jefferson Award Winner,
1986 Graduate of the CASS Program, EL Paso, Texas,
Past President, Honduran CASS Alumni Association

OTHER COLLEGE ADMINISTRATORS AND SPECIAL GUESTS:

Dr. Sharon P. Cooper, Assistant Dean
Consumer & Human Services
Florida Community College at Jacksonville

Ms. Hallie Galen, CASS Program Officer
Georgetown University

ATTACHMENT "D"

CONFERENCE APPROPRIATENESS

The appropriateness of the Conference is to enlighten the students more fully about the CASS program and have them apply various learned leadership techniques in their daily lives in a North American setting and to create and promote an awareness and to instill an application of these techniques into their home country settings as well.

ATTACHMENT "E"
ADVERTISING FLYER

1st ANNUAL SOUTHEAST REGIONAL

CASS

LEADERSHIP CONFERENCE

November'91
15
16
17

Plan Now To Attend!

To Be Held at:

Advent Retreat Center
Dowling Park, Florida

November 15-17, 1991

Join participants from:

Central Florida Community College
Ocala, Florida

Florida Community College at Jacksonville
Jacksonville, Florida

St. Petersburg Junior College
St. Petersburg, Florida

University of South Carolina at Sumter
Sumter, South Carolina

- Acquire knowledge from informative seminars.
- Gain skills at challenging workshops.
- Relax while canoeing.
- Enjoy a leisurely-paced pontoon boat ride down the historic Suwanee River.
- Admire the natural beauty of the surroundings while hiking scenic nature trails.
- Bask in the peace and serenity of this rural setting.
- Participate in competetive sports on the soccer or baseball fields and tennis or volleyball courts.

Cost: $50/person
(Includes food, lodging and retreat materials)
See your Coordinator for registration information!

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE
FRED H. KENT CAMPUS
3939 ROOSEVELT BOULEVARD
JACKSONVILLE, FLORIDA 32205-3999
(904) 387-8105

FCCJ MISSION:
We are dedicated to meaningful learning and excellent teaching, enabling individuals to achieve their hopes and dreams and full potential, and to being a leading partner in creating a dynamic, prosperous community of enlightened leaders and thoughtful, effective, global citizens.

September 17, 1991

NAFSA-Association of International
Educators
Suite 1000
1875 Connecticut Avenue, NW
Washington, D.C. 20009

Dear Fellow Educators:

Florida Community College at Jacksonville is committed to the area of International Education. I have been Program Administrator for the Cooperative Association of States for Scholarships (CASS) program here at the college since our affiliation with this national program in 1989. We have been delighted with seeing the educational and social progress of international students.

Developing leadership skills in the lives of students should be a central element in our charge as a community college. Therefore, I am especially delighted to support the Southeast Regional CASS Leadership Conference, November 15 - 17, 1991. This conference will afford the CASS students from four schools the opportunity to explore the various components of leadership as it relates to an international setting.

I feel the quality of the planning that has gone into this conference will help bring about success in the lives of the CASS students. I personally plan to be at the Conference to lend my moral support.

Sincerely,

Sharon P. Cooper

Sharon P. Cooper, Ed. D.
Assistant Dean
Consumer and Human Services

SPC/PC

BEST COPY AVAILABLE

An Equal Opportunity/Affirmative Action College in Education and Employment

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE
FRED H. KENT CAMPUS
3939 ROOSEVELT BOULEVARD
JACKSONVILLE, FLORIDA 32205-8999
(904) 387-8106

FCCJ MISSION:
We are dedicated to meaningful learning and excellent teaching, enabling individuals to achieve their hopes and dreams and full potential, and to being a leading partner in creating a dynamic, prosperous community of enlightened leaders and thoughtful, effective, global citizens.

September 16, 1991

Ms. Cheryl Wilson, Program Assistant
Education for International Development
NAFSA
1875 Connecticut Avenue, NW
Suite 1000
Washington, DC 20009-5728

Dear Ms. Wilson:

I am hereby applying for a mini-grant for a four school consortium from the NAFSA/AID mini-grant program. This four school consortium consists of Florida Community College at Jacksonville, Central Florida Community College, St. Petersburg Junior College, and University of South Carolina at Sumter. This mini-grant would help fund a Southeast Regional CASS Leadership Conference to be held in Dowling Park, FL, November 15-17, 1991. All the participant students are in an AID-sponsored program called CASS (Cooperate Association of States for Scholarships.)

The objectives of the Conference are outlined on attachment "A" that follows.

The activities and time frame are printed on attachment "B", a copy of the Conference schedule.

The staffing required for the Conference is shown on attachment "C". Resumes of the participating school's program Coordinators are also attached.

The appropriateness of the Conference is to enlighten the students more fully about the CASS program and have them apply various learned leadership techniques in their daily lives in a North American setting and to create and promote an awareness and to instill an application of these techniques into their home country settings as well. (See Attachment "D".)

The student participants at this Conference will be limited to students in the CASS/CASP sponsored programs from each participating institution.

An Equal Opportunity / Affirmative Action College in Education and Employment

Students will be active in various committee work conducive to a successful Conference.

The promotional flyers are attached and identified as Attachment "E".

An oversight committee was formed on July 15, 1991. These persons guided the planning and funding process from their individual schools. The oversight committee consisted of:

a) Troy James, CASS Program Coordinator, Kent Campus Florida Community College at Jacksonville;

b) Maria Toms, CASS Program Coordinator, St. Petersburg Junior College;

c) Ms. Harriett A. Clark, CASP Program Coordinator for the Hearing Impaired at St. Petersburg Junior College;

d) Mr. Don Bostic, CASS Program Coordinator, Central Florida Community College.

The committee has met twice at Central Florida Community College's location to establish budget and Conference schedule. Secretarial support has been given by the CASS program at Florida Community College at Jacksonville.

Attachment "F" will show the evaluation form develop to assess the participants' views regarding the Conference.

The success of this venture will be willingly and actively shared with other AID-sponsored programs whenever a need is identified and/or requested.

The four participating schools have been involved with training and educating AID-sponsored students since the following dates:

Central Florida Community College	1989
Florida Community College at Jax	1989
St. Petersburg Community College	1988
University of South Carolina at Sumter	1990

The Conference, as outlined, will be a yearly event.

It is the desire of the consortium to acquire funding from your mini-grant program to secure additional sign language interpreters so we can fully. adequately, and professionally integrate the St. Petersburg Junior College hearing impaired students into all Conference activities.

Thank you for your careful consideration of the proposal. I look forward to reporting to the other school officials a favorable report from your office.

Sincerely,

Troy A. James

Troy A. James, Coordinator
Southeast Regional CASS Leadership Conference

TAJ/wc

a: nafsamg.ltr

ST. PETERSBURG JUNIOR COLLEGE

OFFICE OF THE PROVOST
Clearwater Campus · (813) 791-2474

DISTRICT OFFICE
8580 - 66th Street North
Pinellas Park
(813) 341-3600

CLEARWATER CAMPUS
2465 Drew Street
Clearwater
(813) 791-2400

ST. PETERSBURG CAMPUS
[illegible] Avenue North
[illegible]burg
[illegible] 341-3600

TARPON SPRINGS CENTER
600 Klosterman Road
Tarpon Springs
(813) 791-2400

HEALTH EDUCATION CENTER
7200 - 66th Street North
Pinellas Park
(813) 341-3600

September 10, 1991

Ms. Cheryl Wilson, Program Assistant
Education for International Development
1875 Connecticut Avenue, N.W., Suite 1000
Washington, DC 20009-5728

Dear Ms. Wilson:

This letter is written in support of the mini-grant proposal which our College's Cooperative Association of States for Scholarships (CASS) is submitting in conjunction with Central Florida Community College, Florida Community College at Jacksonville, and the University of South Carolina at Sumter.

The grant will provide for the opportunity for these southeast regional institutional programs to meet together for the first time to share experiences, strategies, and plans for the future.

St. Petersburg Junior College wholeheartedly supports this venture and the continuation of these efforts.

Sincerely,

Vilma E. Zalupski

Vilma E. Zalupski, Ed.D.
Provost

VEZ/bw

MAILING ADDRESS: Post Office Box 13489, St. Petersburg, Fl 33733

Central Florida Community College
Dr. William J. Campion, President

September 9, 1991

NAFSA-Association of International
Educators
Suite 1000
1875 Connecticut Ave., NW
Washington, D.C. 20009

Dear Fellow Educators:

Central Florida Community College is delighted to support the South Regional Leadership Conference. Developing leadership skills is central to our mission as a community college.

We are especially committed to the area of International Education. This opportunity to examine all aspects of leadership, the components and skills, the characteristics that transcend culture, and the unique demands for leadership required of the physically impaired, has us very excited and very proud to be involved.

Sincerely,

William J. Campion
President

WJC/sgs

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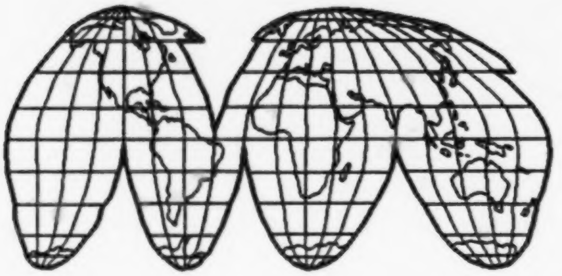

INTERNATIONAL EDUCATION

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ED333780
Altbach,-Philip-G., Ed. (1991). International Higher Education: An Encyclopedia. Volumes 1 and 2. New York: Garland Publishing, Inc.

This two-volume set contains a total of 67 essays on the subject of international higher education. The essays present up-to-date, statistical, and other factual information about the topic, as well as interpretations of those facts and figures. Fifty-two essays focusing on countries or regions are included. Volume 1 contains 15 chapters that deal with themes and topics, presented in a comparative framework, that address the most important topics relevant to contemporary higher education globally. Volume 1 contains articles on African and Asian countries/regions. Volume 2 begins with Australia and then offers articles on European, Latin American, Middle Eastern, and North American countries/regions. The topics discussed in volume 1 include the following: academic freedom; the academic profession; accountability; university reform; student political activism; foreign students; graduate education; the costs of higher education; women and higher education; higher education and the labor market; the history of universities; private higher education; new universities--their origins and strategic development; and university research and the development of scientific capacity in sub-saharan Africa and Asia. Volume 2 provides the index, a bibliography, and a list of contributors.

ED243340
Baca,-M.-Carlota, Ed.; Stein,-Ronald-H., Ed. (1983). Ethical Principles, Practices, and Problems in Higher Education.

Eighteen professionals analyze the ethical principles, practices, and problems in institutions of higher learning by examining the major issues facing higher education today. Focusing on ethical standards and judgements that affect decision-making and problem-solving, the contributors review the rights and responsibilities of academic freedom, ethical responsibility of faculty, and the teaching of ethics. They consider declining enrollments, problems in international higher education, implications of exoffenders in college, and ethics in college athletics. The use of computers, faculty conflicts of interest, impacts of industry and technology, collective bargaining, and ethical suspicions of faculty and administration also receive in-depth examination. Appended are: the 1976 Recommended Institutional Regulations on Academic Freedom and Tenure of the American Association of University Professors (AAUP); the AAUP Statement on Professional Ethics; Professional Standards for Administrators of the American Association of University Administrators; and a Code of Ethics for the Professionals at SUNY/Buffalo adopted by the Professional Staff Senate of the State University of New York at Buffalo. (LB)

EJ306912
Ceska,-Zdenek (1984). Czechoslovakian Institutions of Higher Education and International Education. Higher-Education-in-Europe, 9, (2), 45-49.

Recent experiences in international, interinstitutional cooperation between Czechoslovakian and foreign higher education institutions show that such cooperative efforts are not only feasible but also stimulate undergraduate student intellectual and emotional development, promote principles of equality, and promote understanding of national and international issues.

EJ387577
Geer,-Marshall (1988). Educational Imperative: International Education Programs. North-Central-Association-Quarterly, 63,(2), 372-78.

Argues that a college's international education program must be located within the institution's stated mission and purpose. Identifies three types of international programs and poses questions to help determine which option is most appropriate to a college.

EJ384369
Granger,-Daniel (1988). U. S. Higher Education and International Distance Learning. American-Journal-of-Distance-Education, 2, (3), 80-88.

Discusses the importance of higher education and the economic necessity of developing alternative pedagogical models, such as distance education. The current state of higher education in the United States is discussed as well as distance education programs in other countries, and distance learning theories are reviewed.

ED216731
Greene,-William, Report on International Education Program at Broward Community College. Fort Lauderdale, Fl: Broward Community Coll.

The International Education Program at Broward Community College (BCC) is administered by the Division of International/Intercultural Education, several special program coordinators, and a college-wide International Education Committee. Using an approach that draws upon the talent and expertise of faculty members in departments and divisions throughout the college, the International Education Program has made significant strides toward internationalizing the curriculum, promoting overseas study, serving foreign students, and fostering faculty development. Illustrating BCC's commitment to providing students with an understanding of other societies and cultures is a general education requirement for all associate in arts students to complete six semester hours in courses that contain major international content and emphasis. Among the components of the international program are: (1) an International Curriculum Project, which involves the development of new courses and resource materials and the expansion of foreign language instruction; (2) study abroad programs, such as the Semester-in-Spain program and summer travel-study courses; (3) the establishment of the position of International Student Coordinator to help meet the needs of the 400 foreign students at BCC; (4) affiliation with national and state organizations that promote international education; and (5) faculty development and teacher exchange programs. Through such activities BCC is meeting its commitment to providing students with a critical international/intercultural understanding.

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Greenfield, R.K. (1990). Developing International Education Programs. New Directions for Community Colleges, 18, (2).

Designed to assist community colleges in moving from a rhetorical and general interest in international education to a practical and effective international education program, this monograph contains 11 essays which discuss ways of developing reasonably effective programs.

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Underscores community colleges' responsibility for international/general education. Assesses the impact of foreign student enrollments, foreign tourists, and global society. Reviews Brevard Community College's international/intercultural education programs. Stresses the relationships of transcultural education with general education and of faculty development with curriculum development.

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One in a series of bibliographies of articles in international higher education journals lists items on a variety of administrative, financial, faculty, student, curricular, and related issues. Articles on specific geographic regions are categorized separately.

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Approximately 600 periodical articles drawn primarily from 1986 and 1987 cover a wide variety of issues in higher education. Articles on academe in Africa, Asia (including China), Australasia and Oceania, Eastern Europe (including the Soviet Union), Latin America and the Caribbean, North Africa, Middle East and the Mediterranean, North America, and Western Europe are included.

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Internationalizing the Community College: Examples of Success

by Grace Quimbita

With the world becoming more technologically, economically, and politically interdependent, the word "community" no longer applies only to neighbors citywide but to neighbors worldwide. Community colleges must share responsibility for alleviating the ignorance of the U. S. population about other nations and global issues by institutionalizing international perspectives.

Shannon defines international education as "any activity which fosters an awareness of problems of transnational or transcultural significance and encourages understanding of other nations, peoples, and cultures" (Adams and Earwood, 1982). These goals can be accomplished by encouraging foreign students to serve as campus resources for cultural awareness; supporting foreign language studies; sending students abroad; and encouraging international/intercultural awareness among faculty, administrators, and staff.

Foreign Students

More than 50% of all foreign undergraduate students are enrolled at community colleges (Backman, 1984). These students are an untapped resource for promoting cultural awareness on campus and in the surrounding community. Rockland Community College and Brevard Community College encourage foreign students to offer tutoring in their native languages and advice on travel to their homelands, meet with community groups, and promote contacts for student or faculty exchanges (Krasno, 1985).

Before seeking to enroll large numbers of foreign students, community colleges should ensure that a reliable support system is in place. Many international students are unprepared to cope with American customs and cultural differences. At Pima Community College, this potential problem is averted by requiring all full-time international students to take a cross-cultural course which examines cultural similarities and differences between the U.S. and selected foreign countries. In addition, the college has produced a "Foreign Student Handbook," which answers questions about studying abroad and American customs (Gleazer, 1989).

Internationalizing the Curriculum

The infusion of international content into community college curricula can be accomplished through specially designed courses or the incorporation of lectures or assignments on global themes into existing courses. For example, Broward Community College has redirected its graduation requirements to those courses offering an international perspective (Greene, 1985). Raritan Valley College bases certain remedial writing course assignments on students' interviews with guest lecturers specializing in international education (Salas, 1989). The nursing department at Rockland Community College has added a cross-cultural perspective to its curriculum by exposing students to local immigrant populations and the health problems particular to those groups (Berry, 1986).

Foreign Languages

If there is any course that is 100% international in content, it is the foreign language course. Bergen Community College is one of the few two-year institutions that continue to require all associate of arts and many associate of science students to take a modern foreign language. Courses in French, German, Modern Hebrew, Italian, Japanese, Russian, and Spanish are available (Backman, 1984).

Rockland Community College's Self-Study Language Service offers independent study materials and native-speaking tutors for more than 40 languages. The program serves almost 400 Rockland students each year, as well as corporations interested in intercultural training for employees (Berry, 1984). The Center for Slavic and Eastern European Studies at Ohio State University has joined with local community colleges in another innovative approach. Students are able to call a toll-free number to speak or listen to a foreign language (O'Sullivan, 1987).

Study Abroad Programs

A relatively small number of community colleges offer students the opportunity to travel abroad, typically as part of short-cycle study tours, work-study abroad programs, or semester-year abroad programs. Short-term study tours usually take place during a semester break or summer vacation. Typically, an enthusiastic faculty member takes a group of students and community members to a foreign country to study a particular topic unique to that area. Raritan Valley Community College's study tour of the Yucatan Peninsula provides a less typical example. This interdisciplinary effort was organized by a historian, a foreign language specialist, and an anthropologist (Salas, 1988).

To assist faculty members in initiating successful travel programs, the Los Angeles Community College District has compiled "A Guide to the International Education Program," which offers advice on planning a travel study class (Culton, 1981).

Work-study abroad programs offer career-oriented students a chance to gain employment experience and contacts, while exploring another country. Lansing Community College has established a cooperative agreement with Biwako Kisen Steamship Company in Japan. The program allows U.S. students to become proficient in the Japanese language and study Japanese culture and society, as employees of the firm (Gleazer, 1989).

The benefits of a semester or year abroad have long been recognized, but frequently costs are prohibitive for two-year college students. These programs can be made more affordable when operated as student exchanges. Student exchange programs no longer focus exclusively on liberal arts students, but are currently involving students in such programs as international business, criminal justice, hotel technology, and culinary arts (O'Sullivan, 1987).

Faculty, Administrator, and Staff Development

An important part of internationalizing the community college is broadening the outlook of faculty and staff. There are several ways this can be accomplished. Travel study programs offer faculty as well as students insights into the culture, economy, and politics of other countries, and faculty exchanges can revitalize faculty and encourage them to infuse international topics into their courses. Williamsport Area Community College in Pennsylvania recently sponsored a South American Field Experience Program for its personnel. During the trip, each participant focused on a specific personal goal, ranging from a botanical study of regional plants to a study of the culinary arts of the region (Martin, 1988).

College consortia provide important support for community colleges interested in becoming involved in international education efforts. They promote faculty training, maintain ongoing relations with international agencies, sponsor exchange programs, and conduct symposia. Cost sharing in activities such as study-abroad programs, faculty training, and program development may be critical to the ability of smaller colleges to become active participants. The Northwest International Education Association has a catalog of 190 courses and instructional packages to help instructors teach with an international perspective (Gleazer, 1988).

Conclusion

Though many community colleges have made great progress toward internationalizing their campuses, fully 80% of the two-year colleges in the country have yet to take their first step. Gleazer recommends the following strategies to initiate or expand the internationalization process. He urges colleges to involve the president, board members, and faculty; provide faculty with released time and funds for curriculum and professional development; establish a college-wide international committee; and appoint a director of international education. He also stresses that colleges identify and utilize community resources; develop links with foreign institutions to encourage faculty, administrator, and student exchanges, as well as exchanges in technical expertise, art, and other fields; and participate in sister city or sister state arrangements. Gleazer's final and most important recommendation is to relate new international ventures to the existing resources, programs and mission of the college.

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